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Factors Associated with Parenting Stress and Self-Competence in Parents of Preschool-Aged Children

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FACTORS ASSOCIATED WITH PARENTING STRESS AND SELF-COMPETENCE IN PARENTS OF PRESCHOOL-AGED CHILDREN

by

Erin Tentis
Bachelor of Arts, Concordia College, 2000

A Thesis
Submitted to the Graduate Faculty
of the
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for the degree of
Master of Arts

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This thesis, submitted by Erin Tentis in partial fulfillment of the requirements for the Degree of Master of Arts from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

(Chairperson)

This thesis meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

Dean of the Graduate School

Date
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Title Factors Associated with Parenting Stress and Self-Competence in Parents of Preschool-Aged Children

Department Psychology

Degree Master of Arts

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To my mom and dad,
who have given me nothing
but love, support and encouragement
throughout my life.
ABSTRACT

This study examined the differences between mothers and fathers in parenting stress and parental self-competence. Forty-six married couples with children aged 3 - 5 years participated in this study. Each parent completed a packet of eight questionnaires: a demographics form, the Parenting Stress Index - Short Form, the Competence subscale of the Parenting Stress Index - Long Form, the Parenting Sense of Competence scale, the Daily Hassles subscale of the Hassles and Uplifts Scale, the Division of Labor scale, the Social Provisions Scale, and the Colorado Child Temperament Inventory. Results indicated that mothers and fathers do not differ in reported levels of parenting stress. In addition, perceived social support was a negative predictor of parenting stress in both parents. Child emotionality and child activity level served as predictors of parenting stress for fathers, but not for mothers. Division of labor moderated the relationship between child soothability and parenting stress for fathers, but not for mothers. Parental self-competence moderated the relationship between child activity level and parenting stress for both mothers and fathers; however, this moderating effect differed between mothers and fathers. Finally, perceived social support was a positive predictor of parental self-competence for both parents when the mother was employed. However, in families in which the mother was not employed, perceived social support was a positive predictor of parental self-competence for mothers, but not for fathers. Implications of these findings and limitations of the study are discussed.
CHAPTER 1
INTRODUCTION

Parenting stress is the stress related to responsibilities that arise when one becomes a parent; virtually all parents experience this type of stress. Parenting stress can be functional when it is present in minimal levels. Although there are times when parenting stress may become overwhelming for the parent, various situations affect individual parents differently. Certain factors may serve as buffers so that parenting stress does not become overwhelming for particular individuals. Parenting self-competence is another construct which is associated with one’s parenting role; parenting self-competence is the extent to which the parent feels competent in his/her role as a parent. As with parenting stress, there are factors which may serve to help strengthen the parent’s parenting self-competence.

The current study intended to examine the two constructs of parenting stress and parenting self-competence. Recent research has indicated that social support, temperament, daily hassles, maternal employment, and division of labor in the home may be related to how mothers and fathers experience parenting stress, and parenting self-competence may be related to social support and temperament (e.g., Creasey & Reese, 1996; Ishii-Kintz & Coltrane, 1992; Koeske & Koeske, 1990; Krauss, 1993). Parenting stress has been a focus of researchers for quite some time, while parenting self-competence is a relatively new construct in the parenting literature. Both of these
constructs has been shown to be important in the development and adjustment of children. For example, Deater-Deckard (1998) asserts that children whose parents experience high levels of parenting stress are less well-adjusted than those children whose parents experience lower levels of parenting stress.

In this introduction, I discuss the recent literature pertaining to parenting stress and parenting self-competence and propose my hypotheses.

Factors Influencing Parenting Stress

Parenting stress is a normal phenomenon experienced by most parents, although some find it more troublesome than others. Deater-Deckard (1998) defines parenting stress as "the aversive psychological reaction to the demands of being a parent" (p. 315). Parenting stress is a complex experience which links parenting demands, parental psychological well-being and behavior, children's psychosocial adjustment, and the qualities of the parent-child relationship (Deater-Deckard, 1998). Previous research has identified several factors which may moderate the severity of the parenting stress experienced by mothers and fathers, including social support, the child's temperament, division of labor at home, and daily hassles (e.g., Creasey & Reese, 1996; Ishii-Kintz & Coltrane, 1992; Koeske & Koeske, 1990; Krauss, 1993).

Social Support

Social support is one variable which may influence one's experience of parenting stress, and is of interest in the current study. Social support has been defined in a number of ways by a variety of researchers. Dubow, Tisak, Causey, Hryshko, and Reid (1991) defined social support as a multidimensional construct. Dubow et al. (1991)
conceptualized social support as comprised of three elements: perceived support, social embeddedness, and enacted support. Perceived social support is defined as "information leading the individual to perceive that he or she is cared for, esteemed, and valued by members of his or her social network" (Dubow et al., p. 584). This form of support can come from a variety of sources, such as one's parent, spouse, friend, sibling, or a clergy member. Social embeddedness is the "quantity and identity of network members" (p. 584). Enacted support is defined as the "actual supportive behaviors provided by network members" (p. 584). According to cognitive theory (Carlson & Buskist, 1997), one's emotions and behaviors are more likely to be influenced by his/her perceptions of situations than by objective elements of situations (i.e., the size of one's support network or supportive actions from the network). Therefore, the current study focused on the perceptions parents have regarding their social support.

Social support has been found to be a moderator of parenting stress in some studies, while others have found it to be an insignificant factor. Deater-Deckard and Scarr (1996) conducted a study on the parenting stress experienced by mothers and fathers in dual-earner families. Mothers and fathers of children 12-60 months of age participated in this study. Emotional support from others was significantly negatively correlated with parenting stress for both mothers and fathers; less parenting stress was experienced in those with more social support. Krauss (1993) examined parenting stress in mothers and fathers of toddlers with disabilities such as Down Syndrome and motor impairments. Unlike Deater-Deckard and Scarr, Krauss (1993) found a parental gender difference; while social support was negatively related to parenting stress for mothers,
there was no relationship between the two variables for fathers. For mothers, less helpfulness from social support networks was associated with higher levels of parenting stress. Jackson (2000) conducted a study concerning parenting stress and social support in impoverished single mothers of preschoolers. In this study, similar to research already mentioned, low levels of social support from friends were associated with high levels of parenting stress.

Social support has also been shown to act as a buffer for parenting stress. For example, Koeske and Koeske (1990) found that for parents with children ranging from 9 months to 14 years of age, social support served as a buffer for parenting stress. Those mothers who experienced low self-esteem, little satisfaction in the parenting role, and somatic or psychological symptomology tended to report greater levels of parenting stress than those mothers without these characteristics. However, the presence of sufficient social support moderated this relationship; despite reporting low self-esteem, little satisfaction in the parenting role, and somatic or psychological symptomology, women with strong social support networks experienced less stress in the parenting role than did women without such social support networks.

Other studies have found no direct relationship between social support and parenting stress. Rodgers (1993) examined the role of social support in parenting stress, parenting behaviors, and parental physical and psychological symptomology in mothers of children in a Head Start program. Social support was not significantly related to parenting stress for these women of preschool-aged children. However, social support was found to be a moderator between parenting stress and parenting behavior, as well as
between parenting stress and parental physical and psychological symptomology. Mothers who perceived their social support networks to be helpful reported less symptoms and also tended to use more appropriate parenting behaviors than did those mothers without helpful social support networks.

Fewer parenting hassles, as well as fewer daily hassles, are reported by both mothers and fathers who report sufficient perceived kin support (Melson, Windecker-Nelson, & Schwarz, 1998). Kin support is the support that is provided from family members such as siblings, parents, or grandparents. According to Melson et al., social support may play a role in the experience of daily hassles, but the impact differs between mothers and fathers of preschoolers. Compared to mothers in the study conducted by Melson et al., fathers reported fewer hassles with economic and childcare support. However, economic and childcare support was not related to hassles reported by mothers. Additionally, for fathers, the number of sources of social support was related to parenting hassles; as the number of sources of support available increased, the frequency of parenting hassles increased. This could imply that perhaps fathers feel as though too much help can be more of a hassle than a help. On the other hand, it could be that the fathers in the study conducted by Melson et al. were able to receive more help as the number of hassles increased, while this did not occur for mothers.

Temperament of the Child

The temperament of the child can also be related to a parent’s stress in the parenting role. Temperament is defined as “individual differences in quality and intensity of emotional responding and self-regulation that are present at birth, are
relatively stable and enduring across situations, and are influenced by the interaction of heredity, maturation, and experience" (Seifert, Hoffnung, & Hoffnung, 1997, p. 706).

Buss and Plomin (1975) identified four different facets of temperaments: emotionality, activity, sociability, and impulsivity. They used the acronym “EASI” to depict these four facets of temperament. The New York Longitudinal Study (NYLS) identified nine temperament dimensions: activity, rhythmicity, approach-withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, and attention/span persistence (Thomas, Chess, & Birch, 1968; Thomas, Chess, Birch, Hertzig, & Korn, 1963). Rowe and Plomin (1977) created an instrument to assess temperament in children which utilized factor-analytically supported dimensions of the nine temperament factors identified by the NYLS and the four components of the EASI. This instrument, the Colorado Childhood Temperament Inventory (CCTI), looks at six factors: sociability, emotionality, activity, attention-span/persistence, reaction to food, and soothability.

Studies have specifically looked at the relationship between child temperament and parenting stress. Krauss (1993) found a parental gender difference in the relationship between temperament and parenting stress for parents of preschoolers with disabilities. Fathers experienced more parenting stress related to the child’s temperament, while the parenting stress experienced by mothers was not related to the child’s temperament. It was found specifically that fathers with children identified as having a difficult temperament reported more stress than did fathers with children having an easy temperament.
Grych and Clark (1999) examined the relationship between parenting stress and temperament in fathers of infants. Similar to the study by Krauss, this study found a significant association between parenting stress and temperament; fathers of infants identified as having a difficult temperament tended to report more stress than fathers of infants identified as having an easy temperament. Child’s temperament at both 4 months and 12 months of age was predictive of parenting stress in these fathers.

**Daily Hassles**

Parenting stress is also related to daily hassles experienced by the parent. Daily hassles are considered inconveniences which occur on a daily basis, but which do not necessarily pertain to the parenting role. Creasey and Reese (1996) differentiate between parenting and nonparenting hassles. Parenting hassles involve minor stressors directly associated with the parental role, while nonparenting hassles involve stressors which pertain to other life domains, such as work. However, the presence of parenting hassles is associated with nonparenting hassles. Creasey and Reese (1996) found that as the number of nonparenting daily hassles increased, the occurrence of parenting hassles, as well as the intensity of these parenting hassles, increased for parents of children in second, third, or fourth grade. Additionally, the results of Creasey and Reese (1996) suggest that child temperament and behavior may be a moderator in the relationship between overall daily hassles and parenting stress. The number and intensity of parenting hassles tends to be greater for parents of children with behavior problems compared to parents of children without behavior problems; since the number and intensity of parenting hassles tend to be greater for these parents, these parents are more likely to report higher levels of parenting stress as well (Creasey & Reese, 1996).
Division of Labor and Maternal Employment

As more and more women are entering the workforce, the relationship between parenting stress and societal contexts, such as division of labor and maternal employment, has been studied (e.g., Deater-Deckard & Scarr, 1996; Grych & Clark, 1999; Lavee, Sharlin & Katz, 1996; McBride, 1989). In the current study, division of labor refers to the division of both child care and household tasks.

Grych and Clark (1999) conducted a longitudinal study with fathers of infants. When the child was 4 months of age, fathers reporting greater participation in childcare activities reported lower levels of parenting stress. This relationship continued through 12 months of age.

McBride (1989) conducted a study focusing on fathers of preschool-aged children. In this study, fathers whose wives were employed outside the home reported higher levels of parenting stress in the Child Domain of the Parenting Stress Index-Long Form (Abidin, 1983) than did fathers whose wives were not employed. In addition, fathers whose wives were employed tended to consider their children to be more demanding and moody than did fathers whose wives were not employed (McBride, 1989).

Summary of Parenting Stress Research

As can be seen from the foregoing, social support and child temperament each have a different impact on mothers' experience of parenting stress as compared to fathers' experience of parenting stress. Research has also been conducted to determine whether mothers and fathers experience parenting stress similarly; results of these studies have
been inconsistent. A study conducted by Lavee, Sharlin, and Katz (1996) indicated that Israeli mothers and fathers of children ranging from preschoolers to adolescents report significantly positively correlated levels of parenting stress. Additionally, these researchers found division of labor (both child care and household tasks) and maternal employment were not related to parenting stress for either mothers or fathers, while the stress reported by both mothers and fathers was related to the number of children and presence of economic distress in the family. Deater-Deckard and Scarr (1996) found that mothers and fathers did not have significantly different scores regarding parenting stress; both mothers and fathers seemed to report similar levels of parenting stress in dual-earner families with preschool-aged children. However, in this study, there was a significant parental gender difference on the Parent Distress subscale of the Parenting Stress Index - Short Form (Abidin, 1990), indicating that mothers in their study experienced more distress, if not stress, in their role as a parent than did fathers.

Parenting Self-Competence

Self-competence in the parenting role can be thought of as the extent to which the parent feels s/he is effective in the parental role. Johnston and Mash (1989) conducted a factor analysis of the Parenting Sense of Competence scale which was constructed by Gibaud-Wallston and Wandersman (1978). Factor analysis of this 17-item scale revealed two factors: satisfaction and efficacy. Satisfaction is affective in nature; it relates to parenting frustration, anxiety and motivation. Efficacy, on the other hand, indicates competence, ability to fulfill the parenting role, and problem-solving skills. Together, satisfaction and feelings of self-efficacy can be looked upon as the construct of parenting self-competence.
Compared to parenting stress, little research has been conducted concerning parenting self-competence. Parenting self-competence has been shown to be related to social support and the child's temperament (e.g., Bogenschneider, Small, & Tsay, 1997; Johnston & Mash, 1989).

**Social Support**

Parental perceived social support has been found to be related to parenting self-competence throughout the child's lifespan. Bogenschneider, Small, and Tsay (1997) found that the relationship between parental social support and feelings of competence was mediated by the gender of both the adolescent and the parent. For mother-daughter dyads, parental social support was not related to parenting self-competence; however, parental social support significantly predicted parenting self-competence in mother-son dyads. Mothers reporting marital or partner support, as well as support from neighbors, school and the community, reported feeling more competent than those without such support. For fathers, social support was a significant predictor of self-competence in both the father-son and father-daughter dyads; however, the source of the support differed. For father-daughter dyads, marital or partner support was a significant predictor of self-competence; fathers of daughters who experienced greater levels of support reported feeling more competent. Support from neighbors, school and community were each significant predictors of feelings of competence in father-son dyads.

**Temperament**

Children with a difficult temperament tend to have more behavioral problems than children with an easy temperament (Tschann, Kaiser, Chesney, Alkon, & Boyce, 1996).
Tschann et al. (1996) studied the temperament and behaviors of preschool-aged children in high-conflict families. This study indicated that children with difficult temperaments had more internalizing and externalizing behavior problems compared to those children with easy temperaments. The finding that children with difficult temperaments tend to have more behavioral problems can be linked to parenting self-competence; parents whose children have behavior problems tend to experience lower levels of parenting self-competence (Johnston & Mash, 1989). Although no studies have looked at child temperament related to parenting self-competence, Johnston and Mash (1989) conducted a study examining the relationship between child behavior problems and parenting self-competence, using the Parenting Sense of Competence Scale. Their sample consisted of mothers and fathers of children ranging in age from 4 to 9 years. A parental gender effect was observed; feelings of competence reported by mothers and fathers were differentially related to child behavior problems. For mothers, child behavior problems were negatively associated with satisfaction with the parental role, while parental self-efficacy was not related to the level of child behavior problems. For fathers, child behavior problems were negatively associated with both satisfaction and self-efficacy. Thus, while mothers of children with disruptive behaviors may feel less satisfied in their role as a parent, they do not feel less effective. Fathers of children with disruptive behaviors, on the other hand, tend to feel both less satisfied and less effective.

Parenting Stress and Parenting Self-Competence

Although research examining the relationship between parenting stress and self-competence in the parenting role is sparse, there is some evidence of an association.
Bogenschneider, Small, and Tsay (1997) found that parenting self-competence was negatively related to parenting stress for both mothers and fathers in their study. In addition, Jackson (2000) found that low levels of self-efficacy in the parenting role was related to high levels of parenting stress for impoverished mothers. While self-efficacy is not synonymous with self-competence, Johnston and Mash (1989) identified self-efficacy as a factor of parenting self-competence.

Experimental Hypotheses

Parenting stress and parenting self-competence are both very important constructs when studying parenting. The two are distinct, yet related, variables. The current study addresses the extent to which mothers and fathers experience parenting stress and self-competence differently as a function of perceived social support, child temperament, daily hassles, maternal employment, and division of labor (i.e., both child care and household tasks). Based on previous research, several hypotheses were tested.

1) Based on the findings of Lavee, Sharlin, and Katz (1996), I predicted that the parenting stress reported by mothers would not be significantly different from the parenting stress reported by fathers.

2) Based upon the findings of Deater-Deckard and Scarr (1996), I expected that perceived social support would be a negative predictor of parenting stress for both mothers and fathers in families in which the mother was employed.

3) I predicted that three particular facets of child temperament would be related to parenting stress. Specifically, I predicted that low levels of child soothability, high levels of child emotionality, and high levels of child activity would be positive predictors of parenting stress for both mothers and fathers.
4) I hypothesized that child temperament would be related to parenting stress differently for mothers and fathers. Based on Krauss (1993), I predicted that fathers of children with a difficult temperament (low levels of child soothability, high levels of child emotionality, and/or high levels of child activity) would report more parenting stress than mothers of children with a difficult temperament. I predicted that division of labor would moderate the relationship between temperament and parenting stress for fathers, but not for mothers.

5) Based upon the findings of Melson, Windecker-Nelson, and Schwarz (1998), I predicted that social support would moderate the relationship between daily hassles and parenting stress for fathers. Specifically, I hypothesized that high levels of perceived social support in fathers would be related to more daily hassles, which would also be positively related to parenting stress. However, I predicted that such a moderating effect would not be found for mothers.

6) I predicted that parenting self-competence in the parenting role would be a negative predictor of parenting stress in families in which the child demonstrates a high activity level and is not easily soothed. Based on the study conducted by Bogenschneider, Small, and Tsay (1997), I expected that parents of such children who feel more competent in the parenting role would report lower levels of parenting stress compared to parents of such children who feel less competent in the parenting role.

7) Based on the findings of Bogenschneider, Small, and Tsay (1997), I hypothesized that in cases in which the mother was employed outside the home,
perceived social support would be a positive predictor of self-competence in the parenting role for fathers, but not for mothers.
CHAPTER 2
METHODS

Sample

In the current study, 46 married couples with preschool-aged children (aged 3-5) were examined. These couples were recruited from the Grand Forks area through daycare providers, the university, and public advertisements (such as a public access cable television station and signs in public places). Participants from the University of North Dakota were recruited through the department of psychology subject pool screening process. The participants were paid for their time, or in the case of individuals participating through the psychology department subject pool, given extra credit or course credit for their time.

Measures

Participants were asked about basic demographic information. The information gathered on the demographics questionnaire included the child’s age and gender, the parent’s gender, parent education, income, ethnicity, and the amount of time that each parent worked outside of the home each week.

Parenting Stress Index - Short Form

The Parenting Stress Index-Short Form (PSI-SF; Abidin, 1995) is a 36-item instrument in which questions are answered on a 5-point Likert scale (1 = “Strongly Agree” to 5 = “Strongly Disagree”). The PSI-SF measures stress according to three
domains: Parents' Personal Distress, Dysfunctional Parent-Child Interactions, and Child Characteristics. Each of the subscales is composed of twelve items. The composite of the three domains forms the Total Stress score. The Total Stress test-retest reliability was found to be $r = .84$, and the internal consistency was found to be $r = .91$. The test-retest reliability for the Parents' Personal Distress was found to be $r = .85$, and the internal consistency was found to be $r = .87$. Concerning the Dysfunctional Parent-Child Interactions scale, the test-retest reliability was found to be $r = .68$, and the internal consistency was found to be $r = .80$. Finally, concerning the Child Characteristics domain, the test-retest reliability was found to be $r = .78$, and the internal consistency was found to be $r = .85$. The Total Stress scores of the PSI-SF and the PSI-LF (Abidin, 1983) are highly correlated as well ($r = .94$). In addition, the Parental Domain of the full scale version of the PSI is highly correlated with the Parents' Personal Distress scale of the PSI-SF ($r = .92$). Finally, the Child Domain of the PSI-LF is correlated ($r = .87$) with the Child Characteristics scale of the PSI-SF (Abidin, 1995).

**Parenting Sense of Competence Scale**

The Parenting Sense of Competence scale (PSOC; Gibaud-Wallston & Wandersman, cited in Johnston & Mash, 1989) consists of 17 items that measure parenting satisfaction and self-efficacy. The items are rated on a 6 point Likert scale (1 = “Strongly Agree” to 6 = “Strongly Disagree”). High total scores indicate that the parent feels competent in the parenting role. The internal consistency for the Satisfaction scale was found to be $r = .75$, and the internal consistency of the Efficacy scale was found to be $r = .76$ (Johnston & Mash, 1989). In addition, the PSOC was found to be significantly correlated with the Competence subscale of the full scale PSI ($r = .70$) (McBride, 1989).
Competence Subscale

To assess further parenting self-competence, the current study utilized the Competence subscale of the Parenting Stress Index-Long Form (PSI-LF; Abidin, 1983). The Competence subscale consists of nine items rated on a 5-point Likert scale (1 = "Strongly Agree" to 5 = "Strongly Disagree"). The internal consistency of the Parent Domain was found to be $r = .93$, and test-retest reliability for the Parent domain ranged from $r = .77$ (one-year time interval) to $r = .91$ (three-week time interval) (Abidin, 1995).

Colorado Child Temperament Inventory

The Colorado Child Temperament Inventory (CCTI; Rowe & Plomin, 1977) is a 30-item scale used to measure six factors of temperament: sociability, emotionality, activity, attention/span persistence, reaction to food, and soothability. The items are rated on a 5-point Likert scale (1 = "Not At All Like" to 5 = "Very Like"). The average internal consistency of the six scales of the CCTI was found to be $r = .80$. The average one-week test-retest reliability of the six scales was found to be $r = .68$ (Plomin & Rowe, 1977).

Daily Hassles

Daily hassles was assessed using the Hassles subscale of the Hassles and Uplifts Scale (HUS; DeLongis, Folkman, & Lazarus, 1988). The Hassles subscale consists of 53 items which assess the extent to which several sources of stress (e.g., work, friends, children, spouse, money) were stressful in the past 24 hours. The hassles are rated on a 4-point scale (0 = "None or Not Applicable" to 3 = "A Great Deal").

Division of Labor

Division of Labor (DOL) was assessed using an instrument utilized by Grych and Clark (1999). This scale assesses both household (9 items) and childcare (12 items)
tasks. The 21 items of this measure are rated on a scale from 1 (Mother does it all) to 5 (Father does it all). In addition, there is an extra option for instances when neither parent does a task (e.g., "You hire someone"). Information regarding the psychometric properties of this scale has not been published at this time.

Social Provisions Scale

Social Support was assessed by the Social Provisions Scale (Cutrona & Russell, 1987), a 24-item instrument assessing the individuals' social support. The instrument can be further divided into six subscales: Reliable Alliance, Reassurance of Net Worth, Attachment, Social Integration, Guidance, and Nurturance. Each of the subscales is assessed with four items, two which describe the presence of the provision and two which describe its absence. The 24 items are rated on a 4-point Likert scale (1 = "Strongly Disagree" to 4 = "Strongly Agree"). Intercorrelations between the subscales range from $r = .24$ to $r = .74$. Reliability of the subscales ranges from $r = .76$ to $r = .84$. Validity of this scale has been demonstrated for various populations (e.g., adolescents, elderly, teachers). Discriminant validity has been demonstrated against measures of mood and personality (Baron, Cutrona, Hicklin, Russell, & Lubaroff, 1990).

Procedures

The married couple met with a researcher at the University of North Dakota or another convenient location (e.g., home), whichever was preferred. Participation took no longer than one hour. The couple received either $10.00 in cash for participating or, in the case of psychology students, extra credit or course credit. Each parent was asked to complete individually an identical packet of questionnaires. After providing informed
consent to participate in the study, parents were asked to complete the Parenting Stress Index-Short Form (PSI-SF; Abidin, 1995), Parenting Sense Of Competence (PSOC; Gibaud-Wallston & Wandersman, 1978), Competence subscale of the Parenting Stress Index-Long Form (PSI-LF; Abidin, 1983), and the Colorado Child Temperament Inventory (CCTI; Rowe & Plomin, 1977) regarding the target child. In addition, the parents were asked to complete a demographics form, the Hassles subscale from the Hassles and Uplifts scale (HUS; DeLongis, Folkman, & Lazarus, 1988), the Social Provisions Scale (SPS; Cutrona & Russell, 1987), and a questionnaire regarding division of labor in the home (DOL; Grych & Clark, 1999). Child care was provided to the family when necessary to allow the parents to complete the measures.

Statistical Analyses

To test Hypotheses 1, 2, and 7, paired samples t-tests and correlations were used. For each of the remaining hypotheses, simultaneous multiple regression analyses were utilized. Eight predictor variables were utilized: gender of the parent, maternal employment, social support, division of labor, daily hassles, and three factors of child temperament identified by Rowe and Plomin (1977) (i.e., sociability, emotionality, and activity level). The three dependent variables used were parenting stress, as assessed by the PSI-SF, and parenting self-competence, as assessed by the PSOC and Competence subscale.

In examining Hypotheses 1 through 6, parenting stress was the dependent variable. In examining Hypothesis 1, the independent variable was parental gender. Perceived social support, maternal employment, parental gender, and the interaction
between these three variables were the independent variables for Hypothesis 2. Hypothesis 3 utilized child soothability, child emotionality, child activity level, parental gender, and the interactions between these variables as the independent variables. In examining Hypothesis 4, division of labor, parental gender, child soothability, child activity level, and child emotionality, as well as the interactions between these variables were used as the independent variables. For Hypothesis 5, perceived social support, daily hassles, parental gender, and the interactions between these variables were utilized as the independent variables. Finally, parenting self-competence, child soothability, child activity level, child emotionality, and the interactions between these four variables were the independent variables utilized in examining Hypothesis 6.

In examining Hypothesis 7, self-competence in the parenting role was the dependent variable. Maternal employment, perceived social support, and parental gender, as well as the interactions between these variables, were utilized as the independent variables.

Each of the predictor variables were centered prior to being entered into regression equations. Centering reduces the risk of multicollinearity, and thus increases the accuracy of the beta weights for continuous variables. The centering process involves subtracting the mean of the variable from the subject’s score, producing a new variable. Thus, the mean of the variable becomes zero (Aiken & West, 1991).

Prior to conducting the multiple regression analyses, each of these variables was intercorrelated. If a correlation between two of the predictors met or exceeded the predetermined level of \( r = .80 \), only one of the predictors was entered into the multiple regression equation.
After the intercorrelations were identified, simultaneous multiple regression analyses were utilized to test the hypotheses. As each of the predictor variables chosen for this study occur at the same time, simultaneous multiple regression was chosen rather than stepwise multiple regression.

In cases in which significant interactions were found, the regression equations were rewritten to determine the source of the interaction. To formulate the slopes of the regression lines across low, medium, and high levels of the moderating variable, the unstandardized beta weights for the variables entered into the original equation were entered into the regression equation. Thus, the specific source of the interaction was revealed.
CHAPTER 3
RESULTS

Demographic Information

The demographic information collected provided information about each family. Means and standard deviations for the demographic data are presented in Table 1.

Table 1. Demographic Information.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Age</td>
<td>3.80</td>
<td>.89</td>
</tr>
<tr>
<td>Mother Age</td>
<td>33.20</td>
<td>4.68</td>
</tr>
<tr>
<td>Father Age</td>
<td>34.50</td>
<td>5.12</td>
</tr>
<tr>
<td>Mother Working Hours/Week</td>
<td>24.76</td>
<td>18.16</td>
</tr>
<tr>
<td>Father Working Hours/Week</td>
<td>43.74</td>
<td>11.61</td>
</tr>
<tr>
<td>Mother Weeks Away</td>
<td>.24</td>
<td>.67</td>
</tr>
<tr>
<td>Father Weeks Away</td>
<td>3.13</td>
<td>8.49</td>
</tr>
<tr>
<td>Years Married</td>
<td>9.24</td>
<td>4.02</td>
</tr>
<tr>
<td>Number of Children</td>
<td>2.24</td>
<td>.97</td>
</tr>
</tbody>
</table>

The average age for mothers was 33.2 years, and the average for fathers was 34.5 years. Of the 46 couples, 45 (98%) reported being Caucasian, while the other couple identified itself as Native American.
There was an average of 2.24 children in each family. In this study, 23 (50%) of the target children were age 3, 9 (20%) of the children were age 4, and 14 (30%) of the children were age 5. Twenty-two (48%) of the target children were female, while 24 (52%) were male. Couples were married an average of 9.24 years, and the modal income was greater than $60,000 per year.

On average, mothers reported working outside of the home an average of 24.76 hours per week, and spent an average of 0.24 weeks away from their family each year. Fathers reported working an average of 43.74 hours per week, and spent an average of 3.13 weeks away from their families each year. Thirty-three (72%) mothers were employed outside of the home. Regarding education, the maximum amount of schooling completed by mother was as follows: 2 (4%) mothers had a high school education, 15 (33%) reported having completed either vocational school or some college, 24 (52%) were college graduates, and 5 (11%) had attended graduate or professional school. For fathers, the maximum amount of education completed was as follows: 5 (11%) had a high school education, 17 (40%) had completed either vocational school or some college, 16 (35%) reported graduating from college, and 8 (17%) had attended graduate or professional school.

Hypothesis 1

In the current study, three components of Parenting Stress (Personal Distress, Dysfunctional Parent-Child Interactions, and Child Characteristics) were analyzed, as well as the Total score on the PSI-SF. The means and standard deviations on each of these dimensions for both mothers and fathers are presented in Table 2.
To test Hypothesis 1, paired samples t-tests were utilized. Mothers and fathers did not differ significantly on Personal Distress (t (45) = -.56, p > .05), Dysfunctional Parent-Child Interaction (t (45) = -1.21, p > .05), Child Characteristics (t (45) = -1.13, p > .05) or Total Parenting Stress (t (45) = -1.20, p > .05) (see Table 2). Thus, Hypothesis 1 was supported.

Table 2. Mothers’ and Fathers’ Scores on the Parenting Stress Index.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th>Father</th>
<th>t (45)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Personal Distress</td>
<td>23.13</td>
<td>5.39</td>
<td>23.67</td>
</tr>
<tr>
<td>Parent-Child Interactions</td>
<td>17.41</td>
<td>3.90</td>
<td>18.63</td>
</tr>
<tr>
<td>Total Parenting Stress</td>
<td>65.83</td>
<td>12.47</td>
<td>68.98</td>
</tr>
</tbody>
</table>

* p < .05

In addition, paired samples correlations were used to determine the extent to which maternal and paternal stress were related. Mothers and fathers reported levels of Personal Distress that were significantly correlated (r (45) = .34, p < .05). However, the scores on each of the other dimensions, as well as the total score, were not significantly correlated: Dysfunctional Parent-Child Interaction (r (45) = -.01, p > .05); Child Characteristics (r (45) = .28, p > .05); and Total Parenting Stress (r (45) = .22, p > .05) (see Table 3).
To test Hypothesis 1, paired samples t-tests were utilized. Mothers and fathers did not differ significantly on Personal Distress ($t (45) = -.56, p > .05$), Dysfunctional Parent-Child Interaction ($t (45) = -1.21, p > .05$), Child Characteristics ($t (45) = -1.13, p > .05$) or Total Parenting Stress ($t (45) = -1.20, p > .05$) (see Table 2). Thus, Hypothesis 1 was supported.

Table 2. Mothers’ and Fathers’ Scores on the Parenting Stress Index.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother Mean</th>
<th>Mother SD</th>
<th>Father Mean</th>
<th>Father SD</th>
<th>$t (45)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Distress</td>
<td>23.13</td>
<td>5.39</td>
<td>23.67</td>
<td>6.03</td>
<td>-.56</td>
</tr>
<tr>
<td>Parent-Child Interactions</td>
<td>17.41</td>
<td>3.90</td>
<td>18.63</td>
<td>5.58</td>
<td>-1.21</td>
</tr>
<tr>
<td>Total Parenting Stress</td>
<td>65.83</td>
<td>12.47</td>
<td>68.98</td>
<td>15.74</td>
<td>-1.20</td>
</tr>
</tbody>
</table>

* $p < .05$

In addition, paired samples correlations were used to determine the extent to which maternal and paternal stress were related. Mothers and fathers reported levels of Personal Distress that were significantly correlated ($r (45) = .34, p < .05$). However, the scores on each of the other dimensions, as well as the total score, were not significantly correlated: Dysfunctional Parent-Child Interaction ($r (45) = -.01, p > .05$); Child Characteristics ($r (45) = .28, p > .05$); and Total Parenting Stress ($r (45) = .22, p > .05$) (see Table 3).
Hypothesis 2

Hypothesis 2 predicted perceived social support to be a negative predictor of parenting stress for both parents when the mother was employed. Means and standard deviations for perceived social support for both mothers and fathers are shown in Table 4; descriptive statistics for parenting stress were reported previously. Intercorrelations among parenting stress, perceived social support, and maternal employment are presented in Table 5.

Table 3. Correlations between Mothers’ and Fathers’ Scores on the Parenting Stress Index.

<table>
<thead>
<tr>
<th>Variables</th>
<th>r (45)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Distress</td>
<td>.34*</td>
</tr>
<tr>
<td>Parent-Child Interactions</td>
<td>-.01</td>
</tr>
<tr>
<td>Child Characteristics</td>
<td>.28</td>
</tr>
<tr>
<td>Total Parenting Stress</td>
<td>.14</td>
</tr>
</tbody>
</table>

* p < .05

Table 4. Mothers’ and Fathers’ Scores on the Social Provisions Scale.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Social Support</td>
<td>128.63</td>
<td>12.41</td>
</tr>
</tbody>
</table>

* p < .05
Table 5. Correlations among Maternal Employment, Social Support, and Parenting Stress.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>1. Total Parenting Stress</td>
<td>- .57**</td>
<td>- .51**</td>
</tr>
<tr>
<td>2. Social Support</td>
<td>.20</td>
<td>.22</td>
</tr>
<tr>
<td>3. Maternal Employment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05
** p < .01

To test this hypothesis, paired samples correlational analyses were utilized. As shown in Table 6, a negative correlation was found between parenting stress and perceived social support for mothers (r (45)= -.56, p < .01) and for fathers (r (45) = -.53, p < .01) when the mother was employed. For both parents, parenting stress decreases as perceived social support increases.

Table 6. Correlations between Parenting Stress and Social Support when Mother Was Employed (n = 33).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>1. Total Parenting Stress</td>
<td>- .57**</td>
<td>- .53**</td>
</tr>
<tr>
<td>2. Social Support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05
** p < .01
The relationship between parenting stress and perceived social support in parents when the mother was not employed was then assessed. As seen in Table 7, perceived social support was a negative predictor of parenting stress for both mothers ($r (45) = -.70$, $p < .01$) and fathers ($r (45) = -.56$, $p < .01$) when the mother was not employed. Thus, social support was a significant negative predictor of parenting stress for both parents regardless of maternal employment.

Table 7. Correlations between Parenting Stress and Social Support when Mother Was not Employed ($n = 13$).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Total Parenting Stress</td>
<td>—</td>
<td>-.70**</td>
</tr>
<tr>
<td>2. Social Support</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

* $p < .01$

** $p < .01$

To assess further the relationships among maternal employment, perceived social support, and parenting stress, simultaneous multiple regressions were utilized. The results of these analyses show that, once perceived social support is accounted for, maternal employment does not make a significant contribution toward parenting stress for either mothers ($\beta = .19$, $p > .05$) or fathers ($\beta = .12$, $p > .05$). However, social support significantly contributes to parenting stress independent of maternal employment for both mothers ($\beta = -.61$, $p < .01$) and fathers ($\beta = -.54$, $p < .01$) (see Table 8).
Table 8. Results of Multiple Regression Analyses Predicting Parenting Stress from Maternal Employment and Social Support (N = 46).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th></th>
<th>Fathers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>( \beta )</td>
<td>t</td>
<td>( r^2 )</td>
<td>b</td>
</tr>
<tr>
<td>Maternal Employment</td>
<td>5.23</td>
<td>.19</td>
<td>1.53</td>
<td>.03</td>
<td>4.13</td>
</tr>
<tr>
<td>Social Support</td>
<td>- .61</td>
<td>- .61</td>
<td>-4.86**</td>
<td>.35</td>
<td>- .55</td>
</tr>
</tbody>
</table>

* \( p < .05 \)

** \( p < .01 \)

Hypothesis 3

To test Hypothesis 3, simultaneous multiple regression analyses were utilized to predict maternal and paternal parenting stress from three facets of child temperament (soothability, emotionality, and activity level). Means and standard deviations for maternal and paternal report of child temperament are shown in Table 9; descriptive information for parenting stress was reported previously. The correlations among these variables are shown in Table 10.

Table 9. Mothers’ and Fathers’ Scores on the Colorado Child Temperament Inventory.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th></th>
<th>Father</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>t (45)</td>
</tr>
<tr>
<td>Soothability</td>
<td>15.74</td>
<td>2.70</td>
<td>15.98</td>
<td>2.53</td>
<td>-.53</td>
</tr>
<tr>
<td>Emotionality</td>
<td>13.52</td>
<td>3.72</td>
<td>14.65</td>
<td>3.48</td>
<td>-2.054*</td>
</tr>
<tr>
<td>Activity Level</td>
<td>20.30</td>
<td>3.20</td>
<td>20.35</td>
<td>3.40</td>
<td>-.087</td>
</tr>
</tbody>
</table>

* \( p < .05 \)
Table 10. Correlations among Parenting Stress, Child Emotionality, Child Activity Level, and Child Soothability.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Parenting Stress</td>
<td>-.39**</td>
<td>.07</td>
</tr>
<tr>
<td>2. Emotionality</td>
<td></td>
<td>.05</td>
</tr>
<tr>
<td>3. Activity Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Soothability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05

** p < .01

Results of the regression models are shown in Table 11. No significant main effects between the child temperament variables and parenting stress were found for mothers. However, there were significant main effects of both child activity level and child emotionality for fathers (activity level, $\hat{\beta} = -.28$, $p < .05$; emotionality, $\hat{\beta} = .49$, $p < .01$). Thus, it can be seen that child emotionality and child activity level are significant predictors of parenting stress for fathers independent of the other variables. In addition, as shown by the standardized beta weights, child emotionality has a larger role in parenting stress for fathers than does child activity level.
Table 11. Results of Multiple Regression Analyses Predicting Parenting Stress from Child Emotionality, Child Activity Level, and Child Soothability.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>β</td>
</tr>
<tr>
<td>Emotionality</td>
<td>.86</td>
<td>.26</td>
</tr>
<tr>
<td>Activity Level</td>
<td>.26</td>
<td>.07</td>
</tr>
<tr>
<td>Soothability</td>
<td>-1.08</td>
<td>-.23</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01

Hypothesis 4

To test Hypothesis 4, simultaneous multiple regression analyses were utilized to predict parenting stress from three facets of child temperament (soothability, emotionality, and activity level). In addition, division of labor was utilized as a potential moderating variable. Table 12 presents the means and standard deviations for mothers’ and fathers’ reports of division of labor. The predicting variables used in this equation were centered. The correlations among these centered variables are shown in Table 13.

Table 12. Mothers’ and Fathers’ Scores on Division of Labor.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Household Tasks</td>
<td>22.24</td>
<td>4.80</td>
</tr>
<tr>
<td>Childcare Tasks</td>
<td>27.30</td>
<td>7.63</td>
</tr>
<tr>
<td>Total Division of Labor</td>
<td>50.85</td>
<td>8.73</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01
Table 13. Correlations among Child Temperament, Division of Labor, and Parenting Stress.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1   2  3  4  5</td>
<td>1   2  3  4  5</td>
</tr>
<tr>
<td>1. Parenting Stress</td>
<td>—  -.27   -.39**   .07   -.37*</td>
<td>—  -.07    .46**    -.16    -.32*</td>
</tr>
<tr>
<td>2. Division of Labor</td>
<td>—  -.15   .38**    .21</td>
<td>—  -.12   -.06    .18</td>
</tr>
<tr>
<td>3. Emotionality</td>
<td>—  .05    -.55**</td>
<td>—     .24    -.53**</td>
</tr>
<tr>
<td>4. Activity Level</td>
<td>—  .03    —</td>
<td>—  -.01    —</td>
</tr>
<tr>
<td>5. Soothability</td>
<td>—  —              —</td>
<td>—  —              —</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01

Results of the regression models for Hypothesis 4 are shown in Table 14. No significant main effects between child temperament (soothability, emotionality, or activity level) or division of labor and parenting stress were found for mothers. However, there were significant main effects of both child activity level and child emotionality for fathers.
(activity level, $\beta = -0.28, p < 0.05$; emotionality, $\beta = 0.49, p < 0.01$). Thus, it can be seen that child emotionality and child activity level are significant predictors of parenting stress for fathers independent of the other variables. In addition, as shown by the standardized beta weights of the centered variables, child emotionality plays a larger role in parenting stress for fathers than does child activity level.

In addition to the main effects, cross-product variables were entered into the regression equation for both mothers and fathers to determine any interaction effects. Three cross-product variables were formulated: division of labor X soothability, division of labor X emotionality, and division of labor X activity level. For mothers, neither division of labor X soothability ($\beta = 0.05, p > 0.05$), division of labor X emotionality ($\beta = -0.05, p > 0.05$), nor division of labor X activity level ($\beta = -0.11, p > 0.05$) produced significant contributions to parenting stress independent of the main effects. For fathers, neither division of labor X activity labor ($\beta = 0.06, p > 0.05$) nor division of labor X emotionality ($\beta = -0.02, p > 0.05$) were significant. However, an interaction effect was noted for division of labor X soothability ($\beta = -0.356, p < 0.05$) (see Table 14).

Table 14. Results of Multiple Regression Analyses Predicting Parenting Stress from Child Temperament and Division of Labor.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th></th>
<th></th>
<th>Fathers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$b$</td>
<td>$\beta$</td>
<td>$t$</td>
<td>$sr^2$</td>
<td>$b$</td>
<td>$\beta$</td>
</tr>
<tr>
<td>Emotionality</td>
<td>0.79</td>
<td>0.23</td>
<td>1.44</td>
<td>0.02</td>
<td>2.23</td>
<td>0.49</td>
</tr>
<tr>
<td>Activity Level</td>
<td>0.64</td>
<td>0.16</td>
<td>1.11</td>
<td>0.02</td>
<td>-1.31</td>
<td>-0.28</td>
</tr>
<tr>
<td>Soothability</td>
<td>-0.91</td>
<td>-0.20</td>
<td>-1.21</td>
<td>0.04</td>
<td>-0.40</td>
<td>-0.06</td>
</tr>
<tr>
<td>Division of Labor</td>
<td>-0.37</td>
<td>-0.26</td>
<td>-1.71</td>
<td>0.05</td>
<td>-0.00</td>
<td>-0.02</td>
</tr>
</tbody>
</table>
To understand better the interaction between child soothability and division of labor in predicting parenting stress for fathers, the regression equation was rewritten to determine the slopes of the regression line at low, medium, and high levels of child soothability (Aiken & West, 1991). The centered $b$ weights for each of the main effects and the interaction were entered into the regression equation. The slopes of the regression lines differed across levels of child soothability. For high levels of child soothability (1 SD above the mean), the slope of the regression line was -.86. For a moderate level of child soothability, the slope of the regression line was -.26. Finally, for low levels of child soothability (1 SD below the mean), the slope of the regression line was .34. Thus, it can be seen that in cases in which the child is not easily soothed, parenting stress increases as fathers do more household and childcare chores.

**Hypothesis 5**

To test Hypothesis 5, simultaneous multiple regression analyses were utilized to predict parenting stress from daily hassles and social support. The means and standard deviations for daily hassles are presented in Table 15. The predicting variables used in
this equation were centered. The correlations among these centered variables are shown in Table 16.

Table 15. Mothers’ and Fathers’ Scores on Daily Hassles.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Daily Hassles</td>
<td>17.83</td>
<td>13.03</td>
</tr>
</tbody>
</table>

* p < .05

Table 16. Correlations among Parenting Stress, Social Support, and Daily Hassles.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3</td>
<td>1  2  3</td>
</tr>
<tr>
<td>1. Parenting Stress</td>
<td>—  -.57** .39**</td>
<td>—  -.51** .26</td>
</tr>
<tr>
<td>2. Social Support</td>
<td>—  -.33*</td>
<td>—  -.14</td>
</tr>
<tr>
<td>3. Daily Hassles</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

* p < .05

** p < .01

Results of the regression models for Hypothesis 5 are shown in Table 17. No significant main effect was found for daily hassles for mothers (β = .23, p > .05); however, a significant main effect of social support was found (β = -.49, p < .01). A similar pattern was found for fathers, with a significant main effect for social support (β = -.49, p < .01) and no significant main effect for daily hassles (β = .19, p > .05). Thus, for both mothers and fathers, social support was a significant predictor of parenting stress independent of daily hassles.
In addition to the main effects, a cross-product variable (social support \( \times \) daily hassles) was entered into the regression equation for both mothers and fathers to determine any interaction effects. The interaction was not significant for mothers (\( \beta = \.00, p > .05 \)) or fathers (\( \beta = .04, p > .05 \)), and thus was not further evaluated (see Table 17).

Table 17. Results of Multiple Regression Analyses Predicting Parenting Stress from Social Support and Daily Hassles.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( b )</td>
<td>( \beta )</td>
</tr>
<tr>
<td>Daily Hassles</td>
<td>.22</td>
<td>.23</td>
</tr>
<tr>
<td>Social Support</td>
<td>-.49</td>
<td>-.49</td>
</tr>
<tr>
<td>Hassles ( \times ) Support</td>
<td>.00</td>
<td>.00</td>
</tr>
</tbody>
</table>

* \( p < .05 \)

** \( p < .01 \)

Hypothesis 6

To test Hypothesis 6, simultaneous multiple regression analyses were utilized to predict parenting stress from parenting self-competence, child activity level, and child soothability. The means and standard deviations for parenting self-competence are shown in Table 18. The predicting variables used in this equation were centered. The correlations among these centered variables are shown in Table 19.
Table 18. Mothers’ and Fathers’ Scores on the Parenting Self-Competence Scale.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Parenting Self-Competence</td>
<td>77.87</td>
<td>9.25</td>
</tr>
</tbody>
</table>

* p < .05


<table>
<thead>
<tr>
<th>Variables</th>
<th>Mothers</th>
<th>Fathers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1. Parenting Stress</td>
<td>—</td>
<td>-61**</td>
<td>.07</td>
<td>-37*</td>
</tr>
<tr>
<td>2. Self-Competence</td>
<td>—</td>
<td>-.10</td>
<td>.15</td>
<td></td>
</tr>
<tr>
<td>3. Activity Level</td>
<td>—</td>
<td>.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Soothability</td>
<td>—</td>
<td>—</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .05

** p < .01

Results of the regression models for Hypothesis 6 are shown in Table 20. For mothers, significant main effects in predicting parenting stress were found for child soothability (β = -.29, p < .05) and parenting self-competence (β = -.559, p < .01). However, the main effect for child activity level was not significant for mothers (β = .03, p > .05). A similar pattern was found in predicting parenting stress in fathers. Significant main effects were found for child soothability (β = -.24, p < .05) and parenting self-competence (β = -.56, p < .01) but not for child activity level (β = -.19, p > .05).
Table 20. Results of Multiple Regression Analyses Predicting Parenting Stress from Temperament and Parenting Self-Competence.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th></th>
<th></th>
<th>Fathers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>( \beta )</td>
<td>t</td>
<td>( R^2 )</td>
<td>b</td>
<td>( \beta )</td>
</tr>
<tr>
<td>Self-Competence</td>
<td>-.75</td>
<td>-0.56</td>
<td>-4.81**</td>
<td>0.30</td>
<td>-.97</td>
<td>-0.56</td>
</tr>
<tr>
<td>Soothability</td>
<td>-1.34</td>
<td>-0.29</td>
<td>-2.51*</td>
<td>0.08</td>
<td>-1.47</td>
<td>-0.24</td>
</tr>
<tr>
<td>Activity Level</td>
<td>0.11</td>
<td>0.03</td>
<td>0.24</td>
<td>0.00</td>
<td>-0.88</td>
<td>-0.19</td>
</tr>
<tr>
<td>Competence X Activity</td>
<td>-0.11</td>
<td>-0.27</td>
<td>-2.32*</td>
<td>0.06</td>
<td>0.16</td>
<td>0.33</td>
</tr>
<tr>
<td>Competence X Soothability</td>
<td>0.00</td>
<td>0.08</td>
<td>-0.71</td>
<td>0.01</td>
<td>0.02</td>
<td>0.09</td>
</tr>
<tr>
<td>Comp X Sooth X Activity</td>
<td>0.00</td>
<td>0.05</td>
<td>-0.40</td>
<td>0.00</td>
<td>0.00</td>
<td>0.09</td>
</tr>
</tbody>
</table>

* \( p < .05 \)

** \( p < .01 \)

In addition to the main effects, three cross-product variables (parenting self-competence X activity level, parenting self-competence X soothability, and parenting self-competence X activity level X soothability) were entered into the regression equation for both mothers and fathers to determine any interaction effects. For mothers, there was a significant parenting self-competence X activity level interaction (\( \beta = -0.27, p < .05 \)) indicating that this interaction aids in predicting parenting stress independent of the other variables. However neither the parenting self-competence X soothability cross-product (\( \beta = -0.08, p > .05 \)), nor the three-way interaction (\( \beta = -0.05, p > .05 \)) was significant in predicting maternal parenting stress (see Table 20). For fathers, a significant interaction was found for parenting self-competence X activity level (\( \beta = 0.328, p < .01 \), but not for the parenting self-competence X soothability cross product (\( \beta = 0.09, p > .05 \)). In addition, the three-way interaction was not significant in predicting parenting stress in fathers (\( \beta = 0.09, p > .05 \)).
To understand further the significant interaction effect for mothers, the regression equation was rewritten to determine the slopes of the regression line at low, medium, and high levels of parenting self-competence (Aiken & West, 1991). The centered $b$ weights for each of the main effects and the interaction were entered into the regression equation. The slopes of the regression lines differed across levels of parenting self-competence. For high levels of parenting self-competence (1 SD above the mean), the slope of the regression line was -.48. For a moderate level of parenting self-competence, the slope of the regression line was .52. Finally, for low levels of parenting self-competence (1 SD below the mean), the slope of the regression line was 1.51. Thus, it can be seen that in cases in which the mother reported low levels of parenting self-competence, parenting stress increased as the child's activity level increased. On the other hand, for mothers who reported high levels of self-competence, parenting stress decreased as the child's activity level increased.

A significant interaction between parenting self-competence and child activity level in predicting parenting stress in fathers was found as well. For high levels of parenting self-competence (1 SD above the mean), the slope of the regression line was .59. For a moderate level of parenting self-competence, the slope of the regression line was -.84. Finally, for low levels of parenting self-competence (1 SD below the mean), the slope of the regression line was -2.26. Thus, it can be seen that in cases in which the father reported low levels of parenting self-competence, parenting stress decreased as the child's activity level increased. On the other hand, for fathers who reported high levels of self-competence, parenting stress increased as the child's activity level increased.
Hypothesis 7

For Hypothesis 7, social support was used to predict parenting self-competence in families in which the mother was employed outside the home, as well as in families in which the mother was not employed outside the home. Descriptive information regarding this dependent variable is reiterated in Table 21. Mothers and fathers do not report significantly correlated levels of parenting self-competence ($r (45) = .15, p > .05$). In addition, maternal report of parenting self-competence did not differ significantly from that reported by fathers ($t (45) = 1.44, p > .05$).

Table 21. Mothers’ and Fathers’ Parenting Self-Competence Levels.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mother</th>
<th></th>
<th>Father</th>
<th></th>
<th>$r (45)$</th>
<th>$t (45)$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parenting Self-Competence</td>
<td>77.87</td>
<td>9.25</td>
<td>75.33</td>
<td>9.08</td>
<td>.15</td>
<td>1.44</td>
</tr>
</tbody>
</table>

To test Hypothesis 7, paired samples correlational analyses were utilized. For families in which the mother was not employed outside the home ($n = 13$), there is a significant positive relationship between perceived social support and parenting self-competence for mothers ($r (12) = .59, p < .05$), but not for fathers ($r (12) = -.13, p > .05$) (see Table 22).
Table 22. Correlations between Parenting Self-Competence and Social Support when the Mother Was not Employed (n = 13).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Competence</td>
<td>.59*</td>
<td>-.13</td>
</tr>
<tr>
<td>2. Social Support</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

* p < .05

In families in which the mother was employed outside the home (n = 33), there is a significant positive relationship between parenting self-competence and perceived social support for both mothers (r (32) = .62, p < .01) and for fathers (r (32) = .50, p < .01) (see Table 23).

Table 23. Correlations between Parenting Self-Competence and Social Support when the Mother Was Employed (n = 33).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Competence</td>
<td>.62**</td>
<td>.50**</td>
</tr>
<tr>
<td>2. Social Support</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

** p < .01

To assess further the relationship between maternal employment, perceived social support, and parenting self-competence, simultaneous multiple regressions were utilized. The results of these analyses show that, once perceived social support is accounted for, maternal employment does not make a significant contribution toward parenting stress for
mothers ($\beta = -.15$, $p > .05$), while perceived social support does influence parenting stress independent of maternal employment ($\beta = .625$, $p < .01$). However, for fathers, both maternal employment ($\beta = -.44$, $p < .01$) and perceived social support ($\beta = .35$, $p < .05$) contribute significantly to parenting stress independent of each other. In addition, by evaluating the beta weights, it is shown that the contribution of maternal employment to parenting self-competence is larger relative to the contribution of perceived social support (see Table 24).

Table 24. Results of Multiple Regression Analyses Predicting Parenting Self-Competence from Maternal Employment and Social Support ($N = 46$).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mothers</th>
<th>Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$b$</td>
<td>$\beta$</td>
</tr>
<tr>
<td>Maternal Employment</td>
<td>-3.04</td>
<td>-.15</td>
</tr>
<tr>
<td>Social Support</td>
<td>.47</td>
<td>.63</td>
</tr>
</tbody>
</table>

* $p < .05$

** $p < .01$
The research reported examined seven hypotheses regarding parenting stress and parenting self-competence. Hypothesis 1 predicted that the parenting stress reported by mothers would not differ significantly from that reported by fathers. Consistent with the findings of Lavee, Sharlin, and Katz (1996), mothers and fathers of preschool-aged children who participated in this study reported similar levels of parenting stress. When examining mean scores, mothers and fathers do not differ significantly on Personal Distress, Dysfunctional Parent-Child Interactions, their report of Child Characteristics, or Total Parenting Stress. In addition, mothers and fathers were significantly positively correlated on one of the parenting stress dimensions, Personal Distress.

Hypothesis 2 predicted that perceived social support would be a negative predictor of parenting stress for both mothers and fathers in families in which the mother was employed. It was found that for both mothers and fathers in this study, perceived social support was a significant negative predictor of parenting stress when the mother was employed, such that parenting stress decreased as perceived social support increased. This finding is consistent with the findings of Deater-Deckard and Scarr (1996). However, the same relationship between perceived social support and parenting stress was found for both mothers and fathers in families in which the mother was not employed outside the home. Thus, it appears that maternal employment does not moderate the
relationship between parenting stress and perceived social support. Rather, parenting stress decreases as perceived social support increases in both mothers and fathers, regardless of the mother’s employment status.

The relationships between three facets of child temperament (child soothability, child emotionality, and child activity level) and parenting stress were examined in Hypothesis 3. Specifically, Hypothesis 3 predicted that low levels of soothability, high levels of emotionality, and high levels of activity would be positive predictors of parenting stress for both mothers and fathers. The findings indicated that none of these three dimensions of child temperament were significant predictors of parenting stress for mothers. In contrast, both child emotionality and child activity level were significant predictors of paternal parenting stress. For fathers, high levels of child emotionality and low levels of child activity were predictive of increases in parenting stress. The child emotionality score made a greater contribution to parenting stress for fathers compared to the activity level of the child.

The differences in mothers’ and fathers’ experiences of parenting stress as a function of child temperament could be due to many things. For instance, fathers report more parenting stress when the child is inactive. This could be due to the fact that, compared to mothers, fathers tend to spend a larger proportion of their time with their children in play activities (Seifert, Hoffnung, & Hoffnung, 1997). Thus, when the child is inactive, this may be stressful to the father. However, this would not be true for mothers who engage in a wide variety of activities with children. The relationship between child emotionality and parenting stress for fathers could be due to the division of
childcare tasks in the home; perhaps mothers tend to calm down the child who is highly emotional, and thus fathers are not comfortable in their ability to do so themselves. Historically, as fathers become more active in childcare tasks, perhaps the relationship between child emotionality and parenting stress will decrease; further research should examine this possibility.

The findings of the Hypothesis 4 also demonstrate a difference between mothers and fathers. For this hypothesis, division of labor in the home was examined as a potential moderator between child temperament and parenting stress. It was predicted that fathers of children with a difficult temperament would report more parenting stress than mothers of children with a difficult temperament, and that division of labor would moderate the relationship between child temperament and parenting stress for fathers, but not mothers. For mothers, neither division of labor, child emotionality, child activity level, nor child soothability were predictors of parenting stress. In addition, division of labor did not serve as a moderator between any of the three facets of temperament and parenting stress for mothers. In contrast, as mentioned earlier, child emotionality and activity level were significant predictors of parenting stress for fathers. Furthermore, division of labor was shown to be a moderator between child soothability and parenting stress for fathers. In instances of low child soothability, fathers who reported completing more household and childcare tasks experienced greater levels of parenting stress compared to fathers who did not engage in many household and childcare tasks. When the child is easily soothed, on the other hand, paternal parenting stress decreased as father contribution toward the division of labor in the home increased; fathers who engaged in
more household and childcare tasks reported less parenting stress than fathers who engaged in few household and childcare tasks. This is an interesting finding, as the impact of division of labor and child temperament on parenting stress differs between mothers and fathers. This finding could be due to the fact that, as demonstrated by the low Division of Labor means (see Table 12), mothers in this study are engaging in more of the childcare and household chores than are fathers, regardless of child temperament. As mentioned earlier, however, child temperament is related to paternal report of parenting stress. In addition, as more mothers are entering the workforce, fathers may be expected to engage in more childcare and household tasks than in the past. This could help in explaining the role of division of labor as a moderator between child soothability and parenting stress in fathers. It is also possible that fathers of children who are not easily soothed and who do few household and childcare tasks experience less stress because they are simply not the parent who is attempting to soothe the child; rather, the mother is doing this. Thus, paternal parenting stress may not be elevated, as the father does not need to focus on soothing the child.

In Hypothesis 5, perceived social support was predicted to moderate the relationship between daily hassles and parenting stress for fathers, but not for mothers. Perceived social support was shown to serve as a significant negative predictor of parenting stress for both mothers and fathers; however, daily hassles was not shown to be a predictor of parenting stress for either parent. In addition, perceived social support did not moderate the relationship between daily hassles and parenting stress for mothers or for fathers. This is contrary to the findings of Melson, Windecker-Nelson, and Schwarz
(1998), who found that perceived social support moderated the relationship between daily hassles and parenting stress. In this study, daily hassles was not related to parenting stress; this could be due to the low number of daily hassles reported by both mothers and fathers. Perhaps in families in which the parents report a higher number of daily hassles, perceived social support would indeed serve as a moderator between daily hassles and parenting stress.

The findings related to Hypothesis 6 again highlight both similarities and differences in the experience of parenting stress for mothers compared to fathers. Hypothesis 6 predicted that parenting self-competence would be a negative predictor of parenting stress in families in which the child demonstrated a high activity level and was not easily soothed. For both mothers and fathers, child soothability and parenting self-competence served as negative predictors of parenting stress. Low levels of parenting self-competence and low child soothability were predictive of higher levels of parenting stress for both parents. In addition, for both mothers and fathers, parenting self-competence moderated the relationship between child activity level and parenting stress. However, this moderating effect was different for mothers compared to fathers. For mothers reporting low levels of parenting self-competence, parenting stress increased as the child’s activity level increased. For mothers reporting high levels of parenting self-competence, parenting stress decreased as activity level increased. On the other hand, fathers reporting low levels of parenting self-competence, parenting stress decreased with increases in the child’s activity level. Fathers reported high levels of parenting self-competence reported increased levels of parenting stress as child activity level increased.
Examination of these differences between mothers and fathers is quite interesting. Increases in child activity level lead to increases in parenting stress for mothers with low parenting self-competence and fathers with high parenting self-competence. Increases in child activity level were related to decreases in parenting stress in mothers reporting high parenting self-competence, and fathers reporting low parenting self-competence. The findings for mothers is expected; mothers who report parenting self-competence are more likely to feel as though they are a good parent, and thus experience less stress compared to mothers who do not feel competent in the parenting role. Children who are very active may be considered to be more stressful than those who are inactive, and feeling competent as a parent would help the mother cope with the busy child.

The findings for fathers are more confusing. It is possible that fathers who feel more competent as a parent tend to be more observant of their child’s actions, and thus experience more stress as the child becomes more active, simply worrying about the child misbehaving or getting hurt. It is also possible that fathers who report high levels of parenting self-competence experience more stress when the child is more active because then they feel as though they are not playing as large a role in the child’s life as they had when the child was unable to do things on his or her own. In contrast, fathers who feel less competent in the parenting role may experience less stress as the child becomes more active because they are not as observant or worried about the child’s behaviors. In addition, these fathers may simply be pleased to play or be active with the child, and not be concerned about the other realms of parenting compared to fathers who report high parenting self-competence. Further research is needed to examine these possibilities.
The final hypothesis examined the relationship between social support and parenting self-competence, dependent on the mother’s employment status. It was predicted that in cases in which the mother was employed outside the home, perceived social support would be a positive predictor of parenting self-competence for fathers, but not for mothers. Fathers and mothers reported similar levels of parenting self-competence. Regardless of maternal employment status, perceived social support was a significant positive predictor of parenting self-competence for mothers; mothers, both employed and unemployed, reporting high levels of perceived social support also reported high levels of parenting self-competence. These findings differ from those for fathers. Perceived social support was a significant positive predictor of parenting self-competence for fathers when the mother was employed, but failed to be a predictor of parenting self-competence for fathers when the mother was not employed. Thus, when the mother was employed, high levels of social support predicted high parenting self-competence for both parents. When the mother was not employed, high levels of social support predicted high parenting self-competence for mothers, but not for fathers. Perhaps fathers in families in which the mother is employed participate in more of the childcare tasks compared to fathers in families where the mother is not employed, and thus feel more competent as a parent. In addition, in families in which the mother is not employed, it is possible that the mother, as compared to the father, relies more on perceived social support. Thus, mothers who are not employed feel more competent when they have a strong social support network to rely on in times of hardship. Fathers in these families, on the other hand, may not engage in as many childcare tasks, and thus may not feel competent as a parent, regardless of the level of perceived social support.
All of the findings reported in this study provide interesting information as to similarities and differences in the parenting experience between fathers and mothers. Some of the findings of this study are consistent with previous literature. Mothers and fathers report similar levels of both parenting stress and parenting self-competence. Some variables influence these two constructs similarly for mothers and fathers, while others influence these two constructs differently for mothers as compared to fathers.

Perceived social support was a negative predictor of parenting stress for both mothers and fathers. Child emotionality and child activity level served as positive predictors of parenting stress for fathers, but not for mothers. Contrary to previous literature, maternal employment did not moderate the relationship between perceived social support and parenting stress for either parent.

This study also provides findings that are new to the literature. Division of labor in the home moderated the relationship between child soothability and parenting stress for fathers, but not for mothers. Parenting self-competence moderated the relationship between child activity level and parenting stress for both parents. However, this moderating effect differed between mothers and fathers. For mothers reporting high levels of parenting self-competence, parenting stress decreased as the child’s activity level increased; for mothers reporting low levels of parenting self-competence, parenting stress increased as the child’s activity level increased. On the other hand, for fathers reporting high levels of parenting self-competence, parenting stress increased as child activity level increased; for fathers reporting low levels of parenting self-competence, parenting stress decreased as the child’s activity level increased. Finally, perceived social
support was a positive predictor of parenting self-competence for both пар и when the mother was employed. However, in families in which the mother was not employed, perceived social support was a positive predictor of parenting self-competence for mothers, but not for fathers.

While this study contributes new information to the literature on parenting, it had limitations as well. The number of parents of 3-year-old children was greater than the number of parents of either 4- or 5-year-old children. It is possible that parents of younger children may have different experiences than those of older children, and thus the results should be interpreted cautiously. In addition, the current study did not control for either the number of children in the family or the birth order of the target child. It is possible that parents of firstborns differ from parents of later born children, and this could have influenced the results.

All of the data collected in the study was self-report data, and thus should be interpreted cautiously. It is possible that the parents responded in such a way as to make themselves appear to be a "good" parent, rather than providing more accurate answers.

As 98% of the participating families reported being Caucasian, the findings reported herein can only be applied to other Caucasians. It is possible that customs and traditions of other non-Caucasian lifestyles differ, and thus the experiences of parenting stress and parenting self-competence may differ from the findings reported here.

As previous literature regarding fathers is sparse, it is important that future research continue to address the issue of parenting for both parents, not just mothers. This, however, may prove difficult. I had trouble in recruiting fathers who were willing
to participate in the study, despite the fact that their spouse was willing to participate. Approximately ten women were willing to participate, but their spouse would not. It is unclear why fathers were less willing to participate in this study; perhaps fathers are more private about their parenting behaviors than are mothers. Whatever the reason, it is possible that the findings reported previously may be biased, as the sample may not be representative of all families.

To gain a better understanding of parenting as a whole, it is essential to continue to study parenting for both mothers and fathers. Parenting constructs may change as a function of societal changes; for example, fathers are becoming more involved in childcare and household tasks as mothers continue to enter the workforce. In essence, parenting will be constantly changing as needs of the child and family change, and future research should continue to search to provide information regarding parenting and familial issues, for both mothers and fathers.

The current study adds to the present literature in many ways. While parenting stress has been researched rather extensively, little is known about parenting self-competence. In addition, very few research studies have compared mothers and fathers regarding either parenting stress or parenting self-competence; in fact, few studies involve fathers at all. The findings of studies utilizing both mothers and fathers tend to be inconsistent. While an abundance of research exists in regards to parenting, parents of preschool-aged children are not fully understood. Although many studies have focused on the parenting construct, relatively few have focused specifically on the target age group in this particular study.
This study has clinical implications as well. The findings will help clinicians working with preschoolers and their parents better understand the parent’s experiences and also enable clinicians to provide recommendations to families regarding methods to reduce parenting stress or strengthen parenting self-competence. For example, fathers of children with a difficult temperament are likely to experience high levels of parenting stress. Thus, a clinician working with such a family may inform the father about ways to reduce his parenting stress, such as building a social support network. In addition, the clinician may be able to assist the parents in developing a social support network upon which they can rely in order to reduce parenting stress. This research also illustrates differences between mothers’ and fathers’ sources of parenting stress, and clinicians may use this information to teach parents to be more understanding of their spouse’s needs and skills. It is important to note that parents need to complement each other; mothers and fathers do not have the exact same strengths and weaknesses, and thus they must work together as a parenting team, rather than as a single parent.
APPENDIX A
RECRUITMENT LETTER

Dear Parent:

My name is Erin Tentis and I am a student and researcher in the Department of Psychology at the University of North Dakota. I am working towards my Ph.D. in clinical psychology. Currently, I am working on my thesis project under the supervision of Dr. Tom Petros. For this project, I am interested in learning more about the stress mothers and fathers experience in their role as a parent, as well as how skilled they feel in this role. I am seeking married couples with children ages 3, 4, and 5, and the purpose of this letter is to invite you to participate in this study.

If you choose to take part in this study, both you and your spouse will complete eight questionnaires. The first questionnaire asks you to respond to demographic questions (e.g., number of children in your family, your child's sex, your employment). The second questionnaire asks questions about the stress you experience related to being a parent. The third and fourth questionnaires both ask questions about how competent you feel in your role as a parent. The fifth questionnaire asks questions regarding your child's personality. The sixth questionnaire asks questions about the division of household and childcare tasks. The seventh questionnaire asks questions regarding any hassles you experience on a daily basis. The eighth questionnaire asks questions about the social support you experience. Completing these questionnaires will take no longer than 40 minutes.

Prior to completing the questionnaires, you will be required to sign a consent form. Please note that the questionnaires will be anonymous. Any information that is obtained in this study will be kept confidential. No one but myself and research assistants who are working on this study will have access to completed questionnaires. Your name will not be written on any of the questionnaires.

Benefits to you participating in this study may include gaining greater insight regarding your role as a parent.

One possible risk of participating in this study is that you may feel some discomfort, sadness or anger while answering some of the questions. It is expected that the chance of your feeling this discomfort, sadness, or anger is low. If you do experience any distress while filling out the questionnaires, you will be given the opportunity to talk with me or another researcher who is conducting the study. In addition, you will be given referral information for parenting support groups and parenting information resources if you are interested.

If you choose to participate, you will receive compensation in the form of $5.00 (i.e., $10.00 per couple) or, if you are enrolled in a psychology course at the University of North Dakota, course credit or extra credit in a psychology course after completing the session.

If you are interested in participating in this study, or are not sure but have questions, please feel free to call me for more information. You can reach me at (701) 777-3212, or my supervisor, Tom Petros, at (701) 777-3260. Please note that calling does not obligate you to participate in the study. Thank you for your consideration, and I look forward to talking with you.

Sincerely,

Erin Tentis, Graduate Student

Tom Petros, Ph.D.
APPENDIX B
CONSENT FORM

My name is Erin Tentis and I am a researcher in the Department of Psychology at the University of North Dakota. I am interested in learning more about mothers’ and fathers’ parenting stress and parenting self-competence. You are invited to participate in this study.

If you choose to take part in this study, you will complete eight questionnaires. The first questionnaire asks you to respond to demographic questions (e.g., number of children in your family, your child’s sex, your employment). The second questionnaire asks questions about the stress you experience related to being a parent. The third and fourth questionnaires both ask questions about how competent you feel in your role as a parent. The fifth questionnaire asks questions regarding your child’s personality. The sixth questionnaire asks questions about the division of labor in your home. The seventh questionnaire asks questions regarding any hassles you experience on a daily basis. The eighth questionnaire asks questions about the social support you experience. Completing these questionnaires will take no longer than 40 minutes.

Benefits to you in participating in this study may include gaining greater insight regarding your role as a parent.

One possible risk of participating in this study is that you may feel some discomfort, sadness, or anger while answering some of the questions. It is expected that the chance of your feeling this discomfort, sadness, or anger is low. If you do experience any distress while filling out the questionnaires, you will be given the opportunity to talk with me or another researcher who is conducting the study. Additionally, you will be given referral information for parenting support groups and parenting information resources if you are interested.

Any information that is obtained in this study will be kept confidential. No one but myself and research assistants who are working on this study will have access to completed questionnaires. Your name will not be written on any of the questionnaires. The questionnaires will be kept in a locked file cabinet in my home office.

The questionnaires will be kept for three (3) years. After three years, the questionnaires will be disposed of by a paper-shredder. This consent form will also be kept for three years, separate from the questionnaires, and will be disposed of by a paper-shredder after three years.

If you choose to participate, you will receive compensation in the form of $5.00 or, if you are enrolled in a psychology course at the University of North Dakota, course credit or extra-credit in a psychology course after completing the session.

If you decide to participate, you can quit at any time without it being held against you. Your decision whether or not to participate will not change your future relationship with the University of North Dakota. You will still receive the money, course credit, or extra credit if you quit before finishing.

The research assistants and I are available to answer any questions you have concerning this study. In addition, you are encouraged to ask any questions concerning this study that you may have in the future. Questions may be asked by calling Erin Tentis at (701) 777-3212 or Tom Petros at (701) 777-3672. If a problem arises and you wish to speak to someone other than the researchers, you may call the University of North Dakota Institutional Review Board at (701) 777-4079.

______________________________    __________________________
Signature                          Date
APPENDIX C
DEMOGRAPHIC INFORMATION

Mother

Father

# ______

1. Child’s sex:  Male _____  Female _____

2. Child’s date of birth:  ______

3. Number of children in the family:  ______

4. Ages of the children:  ________________

5. Your age:  ______

6. Your ethnicity:  Caucasian _____  African American _____  Hispanic _____

Native American _____  Asian _____  Asian/Indian _____

Biracial _____  Other ______________________

7. Number of years you have been married:  ____________

8. Occupation:  ______________________________________

9. Approximately how many hours do you work per week?  ______

   Do you travel for your position?  Yes ____  No ____

   If “yes”, please indicate approximately how many weeks per year you are

   separated from your children:  ______

10. Annual income (please include self and spouse, if applicable):

    less than $10,000  ____  $10,001-15,000  ____  $15,001-20,000  ____  $20,001-30,000  ____

    $30,001-40,000  ____  $40,001-50,000  ____  $50,001-60,000  ____  more than $60,001  ____
APPENDIX D
PARENTING STRESS INDEX - SHORT FORM

Mother  Father  # _____

**Directions:** This questionnaire contains 36 statements. Read each statement carefully. For each statement, please focus on your preschool-aged child, and circle the response that best represents your opinion. While you may not find a response that exactly states your feelings, please circle the response that comes closest to describing how you feel. Your first reaction to each question should be your answer. Circle only one response for each statement, and respond to all statements.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I often have the feeling that I cannot handle things very well.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>I find myself giving up more of my life to meet my children’s needs than I ever expected.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>I feel trapped by my responsibilities as a parent.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>Since having this child, I have been unable to do new and different things.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>Since having this child, I feel that I am almost never able to do things that I like to do.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>I am unhappy with the last purchase of clothing I made for myself.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>There are quite a few things that bother me about my life.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>Having a child has caused more problems than I expected in my relationship with my spouse.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>I feel alone and without friends.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>When I go to a party, I usually expect not to enjoy myself.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>I am not as interested in people as I used to be.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>I don’t enjoy things as I used to.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>My child rarely does things for me that make me feel good.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>Most times I feel that my child does not like me and does not want to be close to me.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>My child smiles at me much less than I expected.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>When I do things for my child, I get the feeling that my efforts are not appreciated very much.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>When playing, my child doesn’t often giggle or laugh.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>My child doesn’t seem to learn as quickly as most children.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>My child doesn’t seem to smile as much as most children.</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
</tr>
</tbody>
</table>
20. My child is not able to do as much as I expected. SA A NS D SD
21. It takes a long time and it is very hard for my child to get used to new things. SA A NS D SD

For the next statement, choose your response from the choices "1" to "5" below.

22. I feel that I am: 1. Not very good at being a parent. 2. A person who has some trouble being a parent. 3. An average parent. 4. A better than average parent. 5. A very good parent. 1 2 3 4 5

23. I expected to have closer and warmer feelings for my child than I do and this bothers me. SA A NS D SD
24. Sometimes my child does things that bother me just to be mean. SA A NS D SD

25. My child seems to cry or fuss more often than most children. SA A NS D SD
26. My child generally wakes up in a bad mood. SA A NS D SD
27. I feel that my child is very moody and easily upset. SA A NS D SD
28. My child does a few things which bother me a great deal. SA A NS D SD
29. My child reacts very strongly when something happens that my child doesn’t like. SA A NS D SD
30. My child gets upset easily over the smallest thing. SA A NS D SD
31. My child’s sleeping or eating schedule was much harder to establish than I expected. SA A NS D SD

For the next statement, choose your response from the choices "1" to "5" below.

32. I have found that getting my child to do something or stop doing something is: 1. Much harder than I expected. 2. Somewhat harder than I expected. 3. About as hard as I expected. 4. Somewhat easier than I expected. 5. Much easier than I expected. 1 2 3 4 5

For the next statement, choose your response from the choices "10+" to "1-3".

33. Think carefully and count the number of things which your child does that bother you. For example: dawdles, refuses to listen, overactive, cries, interrupts, fights, whines, etc. 10+ 8-9 6-7 4-5 1-3
34. There are some things that my child does that really bother me a lot. SA A NS D SD
35. My child turned out to be more of a problem than I had expected. SA A NS D SD
36. My child makes more demands on me than most children. SA A NS D SD
### APPENDIX E

**COMPETENCE SUBSCALE, PARENTING STRESS INDEX - LONG FORM**

<table>
<thead>
<tr>
<th></th>
<th>Mother</th>
<th>Father</th>
<th># _______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parenting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** In answering the following questions, please think about your preschool-aged child. The questions ask you to mark an answer which best describes your feelings. If you do not find an answer that exactly matches your feelings, please mark the answer which comes closest to describing how you feel. Your first reaction to each question should be your answer.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. When my child came home from the hospital, I had doubtful feelings about my ability to handle being a parent.   
2. Being a parent is harder than I thought it would be.   
3. I feel capable and on top of things when I am caring for my child. 
4. I can’t make decisions without help. 
5. I have had many more problems raising my child than I expected. 
6. I enjoy being a parent. 
7. I feel that I am successful most of the time when I try to get my child to do something or not to do something. 
8. Since I brought my child home from the hospital, I find that I am not able to take care of my child as well as I thought I could. I need help. 
9. I often have the feeling that I cannot handle things well.
10. When I think about myself as a parent, I believe:
   1. I can handle anything that happens.
   2. I can handle most things pretty well.
   3. Sometimes I have doubts, but find that I handle most things without any problems.
   4. I have some doubts about being able to handle things.
   5. I don't think I handle things very well at all.

11. I feel that I am:
   1. A very good parent.
   2. A better than average parent.
   3. An average parent.
   4. A person who has some trouble being a parent.
   5. Not very good at being a parent.

12. What are the highest levels in school that you and the child's mother/father have completed?
   **Mother:**
   1. Grades 1-8
   2. Grades 9-12
   3. Vocational or some college
   4. College graduate
   5. Graduate or professional school

   **Father:**
   1. Grades 1-8
   2. Grades 9-12
   3. Vocational or some college
   4. College graduate
   5. Graduate or professional school
APPENDIX F
PARENTING SENSE OF COMPETENCE (FATHERS)

Father #

Parenting Sense of Competence

Please rate the following items according to this scale:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired. 1 2 3 4 5 6

2. Even though being a parent could be rewarding, I am frustrated now while my child is at his/her present age. 1 2 3 4 5 6

3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot. 1 2 3 4 5 6

4. I do not know why it is, but sometimes when I’m supposed to be in control, I feel more like the one being manipulated. 1 2 3 4 5 6

5. My father was better prepared to be a good father than I am. 1 2 3 4 5 6

6. I would make a fine model for a new father to follow in order to learn what he would need to know in order to be a good parent. 1 2 3 4 5 6

7. Being a parent is manageable, and any problems are easily solved. 1 2 3 4 5 6

8. A difficult problem in being a parent is not knowing whether you’re doing a good job or a bad one. 1 2 3 4 5 6

9. Sometimes I feel like I’m not getting anything done. 1 2 3 4 5 6

10. I meet my own personal expectations for expertise in caring for my child. 1 2 3 4 5 6

11. If anyone can find the answer to what is troubling my child, I am the one. 1 2 3 4 5 6
12. My talents and interests are in other areas, not being a parent.

13. Considering how long I’ve been a father, I feel thoroughly familiar with this role.

14. If being a father of a child were only more interesting, I would be motivated to do a better job as a parent.

15. I honestly believe I have all the skills necessary to be a good father to my child.

16. Being a parent makes me tense and anxious.

17. Being a good father is a reward in itself.
APPENDIX G
PARENTING STRESS OF COMPETENCE (MOTHERS)

Please rate the following items according to this scale:

Strongly Agree  Agree  Slightly Agree  Slightly Disagree  Disagree  Strongly Disagree
1  2  3  4  5  6

1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.

2. Even though being a parent could be rewarding, I am frustrated now while my child is at his/her present age.

3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a while lot.

4. I do not know why it is, but sometimes when I'm supposed to be in control, I feel more like the one being manipulated.

5. My mother was better prepared to be a good mother than I am.

6. I would make a fine model for a new mother to follow in order to learn what she would need to know in order to be a good parent.

7. Being a parent is manageable, and any problems are easily solved.

8. A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.

9. Sometimes I feel like I'm not getting anything done.

10. I meet my own personal expectations for expertise in caring for my child.

11. If anyone can find the answer to what is troubling my child, I am the one.
12. My talents and interests are in other areas, not being a parent.

13. Considering how long I’ve been a mother, I feel thoroughly familiar with this role.

14. If being a mother of a child were only more interesting, I would be motivated to do a better job as a parent.

15. I honestly believe I have all the skills necessary to be a good mother to my child.

16. Being a parent makes me tense and anxious.

17. Being a good mother is a reward in itself.
Hassles Scale

Hassles are irritants — things that annoy or bother you; they can make you upset or angry. Some hassles occur on a fairly regular basis and others are relatively rare. Some have only a slight effect, while others have a strong effect.

**Directions:** Please think about how much of a hassle each item was for you over the past 24 hours. Please indicate on the right-hand side of the page how much of a hassle the item was by circling the appropriate number.

<table>
<thead>
<tr>
<th>How much of a hassle was this item for you today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None or Not Applicable</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

1. Your child(ren) | 0 | 1 | 2 | 3 |
2. Your parents or parents-in-law | 0 | 1 | 2 | 3 |
3. Other relative(s) | 0 | 1 | 2 | 3 |
4. Your spouse | 0 | 1 | 2 | 3 |
5. Time spent with the family | 0 | 1 | 2 | 3 |
6. Health or well-being of a family member | 0 | 1 | 2 | 3 |
7. Sex | 0 | 1 | 2 | 3 |
8. Intimacy | 0 | 1 | 2 | 3 |
9. Family-related obligations | 0 | 1 | 2 | 3 |
10. Your friend(s) | 0 | 1 | 2 | 3 |
11. Fellow workers | 0 | 1 | 2 | 3 |
12. Clients, customers, patients, etc. | 0 | 1 | 2 | 3 |
13. Your supervisor or employer | 0 | 1 | 2 | 3 |
14. The nature of your work | 0 | 1 | 2 | 3 |
15. Your work load | 0 | 1 | 2 | 3 |
16. Your job security | 0 | 1 | 2 | 3 |
17. Meeting deadlines or goals on the job | 0 | 1 | 2 | 3 |
18. Enough money for necessities (e.g., food, clothing, housing, health care, taxes, insurance) | 0 | 1 | 2 | 3 |
19. Enough money for education | 0 | 1 | 2 | 3 |
20. Enough money for emergencies | 0 | 1 | 2 | 3 |
21. Enough money for extras (e.g., entertainment, recreation, vacations) | 0 | 1 | 2 | 3 |
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Financial care for someone who doesn’t live with you</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>23.</td>
<td>Investments</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>Your smoking</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>25.</td>
<td>Your drinking</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26.</td>
<td>Mood-altering drugs</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>Your physical appearance</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>28.</td>
<td>Contraception</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>29.</td>
<td>Exercise(s)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>30.</td>
<td>Your medical care</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>31.</td>
<td>Your health</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>32.</td>
<td>Your physical abilities</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>33.</td>
<td>The weather</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>34.</td>
<td>News events</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>35.</td>
<td>Your environment (e.g., quality of air, noise level, greenery)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>36.</td>
<td>Political or social issues</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>37.</td>
<td>Your neighborhood (e.g., neighbors, setting)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>38.</td>
<td>Conserving (e.g., gas, electricity, water, gasoline)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>39.</td>
<td>Pets</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>40.</td>
<td>Cooking</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>41.</td>
<td>Housework</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>42.</td>
<td>Home repairs</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>43.</td>
<td>Yardwork</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>44.</td>
<td>Car maintenance</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>45.</td>
<td>Taking care of paperwork (e.g., paying bills, filling out forms)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>46.</td>
<td>Home entertainment (e.g., TV, music, reading)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>47.</td>
<td>Amount of free time</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48.</td>
<td>Recreation and entertainment outside the home (e.g., movies, sports, eating out, walking)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>49.</td>
<td>Eating (at home)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>50.</td>
<td>Church or community organizations</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>51.</td>
<td>Legal matters</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>52.</td>
<td>Being organized</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>53.</td>
<td>Social commitments</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX I
DIVISION OF LABOR (FATHERS)

Father #

Division of Labor
Grych and Clark, 1999

Answer the following items according to the following scale:

1 = I do all of it
2 = I do most of it, by my wife does some
3 = It’s divided equally
4 = My wife does most of it, but I do some
5 = My wife does it all
6 = We hire someone to do this

In the past month, how did you and your wife divide each of the following household and family jobs?

1. Cooking?
2. Cleaning the house?
3. Grocery shopping?
4. Laundry?
5. Paying the bills?
6. Doing home repairs or improvements?
7. Yardwork, such as mowing the lawn, gardening, or shoveling snow?
8. Doing car maintenance and repair?
9. Household errands, such as trips to the drycleaners, shoe repair, hardware or drug store?

In the past month, how did you and your wife divide each of the following tasks regarding your preschooler?

1. Comforting him/her when he/she is upset or crying?
2. Feeding him/her during the day and evening?
3. Getting up at night to care for him/her?
4. Playing with him/her?
5. Bathing him/her?
6. Putting him/her to bed?
7. Taking time for doctor’s visits?
8. Helping him/her with learning?
9. Supervising his/her activities?
10. Arranging for childcare?
11. Transporting him/her to and from activities such as childcare and other similar things?
12. Disciplining him/her?
APPENDIX J
DIVISION OF LABOR (MOTHERS)

Mother

Division of Labor
Grych and Clark, 1999

Answer the following items according to the following scale:
1=I do all of it  2=I do most of it, by my husband does some
3=It’s divided equally  4=My husband does most of it, but I do some
5=My wife does it all  7=We hire someone to do this

In the past month, how did you and your husband divide each of the following household and family jobs?

_____ 1. Cooking?
_____ 2. Cleaning the house?
_____ 3. Grocery shopping?
_____ 4. Laundry?
_____ 5. Paying the bills?
_____ 6. Doing home repairs or improvements?
_____ 7. Yardwork, such as mowing the lawn, gardening, or shoveling snow?
_____ 8. Doing car maintenance and repair?
_____ 9. Household errands, such as trips to the drycleaners, shoe repair, hardware or drug store?

In the past month, how did you and your husband divide each of the following tasks regarding your preschooler?

_____ 1. Comforting him/her when he/she is upset or crying?
_____ 2. Feeding him/her during the day and evening?
_____ 3. Getting up at night to care for him/her?
_____ 4. Playing with him/her?
_____ 5. Bathing him/her?
_____ 6. Putting him/her to bed?
_____ 7. Taking time for doctor’s visits?
_____ 8. Helping him/her with learning?
_____ 9. Supervising his/her activities?
_____ 10. Arranging for childcare?
_____ 11. Transporting him/her to and from activities such as childcare and other similar things?
_____ 12. Disciplining him/her?
### Social Provisions Scale

Please answer on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree) the following questions regarding your social support. Then, when applicable, circle all that apply from whom you receive that support.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. There are people I can depend on to help me if I really need it.  
Who? Spouse Other Family Member Friend

2. I feel that I do not have any close personal relationships with other people.

3. There is no one I can turn to for guidance in times of stress.

4. There are people who depend on me for help.  
Who? Spouse Other Family Member Friend

5. There are people who enjoy the same social activities I do.  
Who? Spouse Other Family Member Friend

6. Other people do not view me as competent.  
Who? Spouse Other Family Member Friend

7. I feel personally responsible for the well-being of another person.  
Who? Spouse Other Family Member Friend

8. I feel part of a group of people who share my attitudes and beliefs.  
With Whom? Spouse Other Family Member Friend

9. I do not think other people respect my skills and abilities.  
Who? Spouse Other Family Member Friend

10. If something went wrong, no one would come to my assistance.
11. I have close relationships that provide me with a sense of emotional security and well-being.  | 1 2 3 4
---|---
12. There is someone I could talk to about important decisions in my life.  | 1 2 3 4
   Who?  Spouse  Other Family Member  Friend
---|---
13. I have relationships where my competence and skills are recognized.  | 1 2 3 4
   With Whom?  Spouse  Other Family Member  Friend
---|---
14. There is no one who shares my interests and concerns.  | 1 2 3 4
---|---
15. There is no one who really relies on me for their well-being.  | 1 2 3 4
---|---
16. There is a trustworthy person I could turn to for advice if I were having problems.  | 1 2 3 4
   Who?  Spouse  Other Family Member  Friend
---|---
17. I feel a strong emotional bond with at least one other person.  | 1 2 3 4
   Who?  Spouse  Other Family Member  Friend
---|---
18. There is no one I can depend on for aid if I really need it.  | 1 2 3 4
---|---
19. There is no one I feel comfortable talking about problems with.  | 1 2 3 4
---|---
20. There are people who admire my talents and abilities.  | 1 2 3 4
   Who?  Spouse  Other Family Member  Friend
---|---
21. I lack a feeling of intimacy with another person.  | 1 2 3 4
---|---
22. There is no one who likes to do the things I do.  | 1 2 3 4
---|---
23. There are people I can count on in an emergency.  | 1 2 3 4
   Who?  Spouse  Other Family Member  Friend
---|---
24. No one needs me to care for them anymore.  | 1 2 3 4
---|---
25. There are people that I can depend on to help me with my children if I really need it.  | 1 2 3 4
   Who?  Spouse  Other Family Member  Friend
---|---
26. There is no one I can turn to for guidance about my children in times of stress.  | 1 2 3 4
---|---
27. Other people do not view me as competent with my children.  
   Who?  Spouse    Other Family Member    Friend  

28. I feel part of a group of people who share my attitudes and beliefs  
   about raising children.  
   Who?  Spouse    Other Family Member    Friend  

29. I do not think other people respect my skills and abilities with my  
   children.  

30. There is someone I could talk to about important decisions in my life  
   regarding my children.  
   Who?  Spouse    Other Family Member    Friend  

31. I have relationships where my competence and skills in parenting are  
   recognized.  
   With Whom?  Spouse    Other Family Member    Friend  

32. There is a trustworthy person I could turn to for advice if I were  
   having problems with my children.  
   Who?  Spouse    Other Family Member    Friend  

33. There is no one I can depend on for aid with my children if I really  
   need it.  

34. There is no one I feel comfortable talking with about problems I have  
   with my children.  

35. There are people who admire my talents and abilities as a parent.  
   Who?  Spouse    Other Family Member    Friend  

36. There are people I can count on in an emergency with my children.  
   Who?  Spouse    Other Family Member    Friend
APPENDIX L
COLORADO CHILD TEMPERAMENT INVENTORY

Mother    Father

**Colorado Child Temperament Inventory**

**Directions:** The following questions deal with how your child normally acts and reacts. Please answer them based on how your child acts most of the time. Circle the appropriate number to the right of each question. A rating of 5 indicates that the statement is very much like your child and 1 indicates that the statement is very much unlike your child.

1. Child makes friends easily. 1 2 3 4 5
2. Child gets upset easily. 1 2 3 4 5
3. Child is very energetic. 1 2 3 4 5
4. Child plays with a single toy for long periods without fussing. 1 2 3 4 5
5. Child rarely took to a new food without fussing. 1 2 3 4 5
6. Whenever child starts crying, s/he can be easily distracted. 1 2 3 4 5
7. Child is very friendly with strangers. 1 2 3 4 5
8. Child tends to be somewhat emotional. 1 2 3 4 5
9. Child is always on the go. 1 2 3 4 5
10. Child persists at a task until successful. 1 2 3 4 5
11. Child consistently dislikes many types of food. 1 2 3 4 5
12. When upset by an unexpected situation, child quickly calms down. 1 2 3 4 5
13. Child is very sociable. 1 2 3 4 5
14. Child reacts intensely when upset. 1 2 3 4 5
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Child prefers quiet, inactive games to more active ones.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Child goes from toy to toy quickly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Child makes faces at new foods.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Child stops fussing whenever someone talks to him/her or picks him/her up.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Child takes a long time to warm up to strangers.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Child cries easily.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Child is off and running as soon as s/he wakes up in the morning.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Child gives up easily when difficulties are encountered.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Once the child decides s/he doesn’t like something, there is no way getting him/her to like it.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. If talked to, child stops crying.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Child tends to be shy.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Child often fusses and cries.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. When child moves around, s/he usually moves slowly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. With a difficult toy, child gives up quite easily.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Child has strong likes and dislikes in food.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Child tolerates frustration well.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
References


