

ABSTRACT

Title of Document: THE INTERGENERATIONAL
TRANSMISSION OF GENDER-ROLE
ATTITUDES AND BEHAVIOR: HOW DO
PARENTS MATTER?

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This study examines the dynamic relationship between a parent's gender-role attitudes and behavior and their children's subsequent gender-role attitudes and housework behavior as adults. It uses a national sample of 1,864 young adults aged 18–32 in 2001–2002 (Wave 3), whose parents were previously interviewed in 1987–1988 (Wave 1) and 1992–1994 (Wave 2) as part of the National Surveys of Families and Households (NSFH). Overall, the findings suggest that attitudes remain stable across generations—particularly from mothers to children.

Consistent with earlier research, mothers who express egalitarian attitudes about women's and men's gender roles have children who are more egalitarian on average than those with mothers who express more conventional views of women and men. Furthermore, when measures of mother's gendered ideology and housework are considered simultaneously, a mother's gender ideology is a strong predictor of both her daughter's and son's gender ideology, and this relationship holds whether or not a

mother's housework behavior is consistent with her ideas. Early maternal attitudes observed when focal children were aged 2–11 (Wave 1) are significant predictors of both daughters' and sons' gender attitudes in adulthood. Results from analyses of change over time in a mother's gendered attitudes and behaviors indicate that what is modeled early in a child's life, more than its consistency, is an important predictor of a child's subsequent gender-role attitudes as an adult.

When fathers are added to the analysis and the role of mother-father agreement in gender ideology is considered, the results indicate that daughters with a mother and father who *both* hold egalitarian views of women's and men's roles are themselves more egalitarian than daughters with parents who are both traditional. On the other hand, a son's gender ideology shows less association with mother-father gender ideology agreement. As long as one parent holds more egalitarian attitudes, a son's gender ideology is more egalitarian than sons with parents who are both traditional.

The transmission of gendered *behaviors* from parents to children, however, appears to be less stable and more complex than the transmission of attitudes. For example, the amount of time daughters spend on housework is primarily associated with their own adult characteristics. Most notably, taking on adult family roles (such as a spouse, partner, or parent) is associated with more time women spend in housework. Yet there is some evidence that *later* maternal housework time (observed at Wave 2 when children were aged 10–17) is positively associated with a daughter's adult housework time, regardless of whether Wave 1 housework time was high or low. Among sons, the results suggest that the more housework a mother does in

Waves 1 and 2, the more a son does in adulthood, and this relationship does not appear to be sensitive to the mother's housework time and consistency in Waves 1 and 2. Finally, the timing of exposure to a mother's attitudes seems to be more salient to a partnered daughter's share of the couple's combined housework than whether the mother's attitudes remain consistent over time.

Overall, this dissertation finds that our understanding of gendered outcomes in adulthood is best understood by applying a life course perspective that acknowledges the contributions of both parental effects and children's own current circumstances—recognizing that adult lives evolve over time, are intertwined within an ever changing society, and cannot be understood from a single survey or snapshot in time.

THE INTERGENERATIONAL TRANSMISSION OF GENDER-ROLE
ATTITUDES AND BEHAVIOR: HOW DO PARENTS MATTER?

By

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Chapter 1: Introduction and Overview

Introduction

Are parents perpetuating the chore wars? In a recent *Wall Street Journal* article, Shellenbarger (2006) speculates that the way parents divvy up housework among their children contributes to the longstanding family battle over the unequal distribution of housework. Her question is provocative and the underlying social process for which it argues, i.e., parents transmit gendered behavior to children, fits observed patterns of housework specialization among adult women and men today (Bianchi, Milkie, Sayer, and Robinson 2000; Bianchi and Raley 2005; Sayer 2005; Sayer, Cohen, and Casper 2004).

Most of the literature addressing the gendered division of labor argues that housework specialization remains because it is either an efficient way to maximize household production and utility (Becker 1991) or it reflects power differentials within the family (Blood and Wolfe 1960). Therefore, as long as we find inequities in the labor market, we will find evidence of them in the home. Trends in employment rates, however, suggest that women have made considerable gains in the labor market, which portend a shift toward greater gender egalitarianism (Toossi 2002). Thus, we might expect the unequal distribution of unpaid work within families to shift as well. There is indication of a leveling between women and men in the types and amount of housework performed. However, despite this trend, the housework contributions of men have plateaued in recent years, even amidst women's increasing presence in the labor market (Bianchi, Robinson, and Milkie 2006).

Why might this be the case? One answer may be that housework tasks and specialization are tacit expressions of gender that do not change easily, even in the face of large scale societal change in the economic roles of women (West and Zimmerman 1987). The way we negotiate housework fulfills our assumptions about the “appropriate” roles for women and men. In short, we “do gender” (West and Zimmerman 1987). This argument suggests that gender is more than just a static designation that helps us identify and distinguish women from men. Rather, it is a socially-constructed process defined by the act of doing—it is part of our everyday practices and social interaction and is so engrained as to be taken for granted. But this view also implies that by “doing gender” differently, women and men can redefine their roles (and subsequent distribution of work) within the home and the labor market. As Lorber and Farrell (1991) note, because we are active participants in creating and expressing our gender, “the seeds of change are ever present” (p. 9). Yet, parental modeling of gender-stereotypic behavior to the next generation—to the extent it is influential—slows change and retards the movement toward gender egalitarianism. Thus, questions of whether parents teach and transmit gender through modeling of gender specialized housework or expressed gender-role attitudes becomes an important area of research, but one that has received relatively little attention.

Assessing the transmission of gender-role attitudes and behavior from parents to children is important for three reasons. First, understanding the influence of parental attitudes and behavior on children’s subsequent gendered outcomes in adulthood is important to understanding how gender egalitarianism is produced (or

not produced) in the home—a topic on which we have limited knowledge because the data requirements are substantial (i.e., longitudinal data on two generations).

Second, increasing our knowledge of how gendered behavior and attitudes are learned and adopted in children's early home environment has wider implications for gender inequality later in life. Gender inequality in the home negatively affects women's labor force outcomes such as participation in market work, opportunities, and earnings (Blau 1998; Budig and England 2001; Waldfogel 1998). As Joan Williams (2000) argues, anyone who spends a significant amount of time in unpaid family care cannot simultaneously perform as an "ideal" worker, such as working full time and overtime without interruptions. In short, the labor market rewards individuals who can operate in the marketplace as unencumbered laborers (Crittenden 2001; Waldfogel 1998) and gender specialization within the home largely hampers women's ability to exercise such unfettered ties. Although childcare, more than housework, impedes women's ability to perform as this "ideal worker," housework specialization within the home reinforces a traditional model of family roles and it is this model that places women at a competitive disadvantage to men in the labor market. Furthermore, the persistence of gender-role specialization can be a risky endeavor for women given today's high rates of marital dissolution (Bianchi, Subaiya, and Kahn 1999).

Finally, research suggests that time spent doing housework affects well-being. Housework is depressing (Glass and Fujimoto 1994)! An unequal distribution of housework and a lack of sharing in the drudgery on the part of a husband contributes to feelings of unfairness and of being unappreciated and increases levels of

depression among wives (Baxter and Western 1998; Blair and Johnson 1992; Ross, Mirowsky, and Huber 1983; Sanchez and Kane 1996; Spitze and Loscocco 2000). As dual earning becomes the common earning arrangement among couples, both women and men will face challenges to balancing work and family. Women, in particular, will continue to face a comparative disadvantage in the labor market if they manage the majority of unpaid family work by cutting back their paid work. Thus, it is important to understand how adults come to hold a specific set of attitudes about the roles of women and men and how the gendered division of housework in the early home environment may transmit inequality intergenerationally. With this knowledge we are better equipped to understand the reproduction of gendered norms and behavior across families.

Statement of the Problem

The central questions addressed in this dissertation are: to what extent are parent's gendered attitudes and behaviors associated with children's gendered attitudes and behavior in adulthood; how does the transmission of gendered attitudes and behavior from parents to children vary when mother's attitudes are more or less consistent with her behavior or mother-father agreement in attitudes varies; and how is the timing of exposure to and change over time in parental attitudes and behavior associated with children's subsequent gendered outcomes in adulthood?

Research on both the formation of gender-role attitudes and on what accounts for the way women and men divvy up and perform housework typically draws on three general explanatory models: 1) theories of intergenerational learning or parental

socialization; 2) models of parent-child socioeconomic and status similarity; and 3) theoretical frameworks such as the time availability, relative resources, and gender perspectives, which focus on adult contemporaneous characteristics (Acock and Bengtson 1980; Bianchi, Milkie, Sayer, and Robinson 2000; Brines 1994; Glass, Bengtson, and Dunham 1986; Greenstein 1996b; Greenstein 2000; Hitlin 2006; Kohn, Slomczynski, and Schoenbach 1986; Moen and Erickson 1995; Moen, Erickson, and Dempster-McClain 1997; South and Spitze 1994). Understanding how we end up as we do is undoubtedly a complex process most likely best explained from the contributions of all three frameworks. Taken together, these frameworks acknowledge the importance of adopting an overall life course perspective when seeking to understand important adult outcomes. As Elder (1974) notes in his classic work on the Depression cohort, child-centric views of development are not, by themselves, fully appropriate for the study of adult years. Rather, understanding human development requires models that apply to development and aging over the life course and with a recognition that lives evolve over time and are intertwined within an ever-changing society.

This dissertation moves beyond the current available research and contributes to the literature on parental attitudes and behavior, the process of intergenerational learning, and gender in several ways. First, it offers a new perspective on explaining variation in adult gender-role attitudes and housework behavior by not only examining the strength of the link between parents and children's attitudes and behavior, but also by assessing the contribution of competing explanations that account for children's adult outcomes.

The family is arguably the most effective and efficient agent of child development and socialization—proving to be the primary context in which children learn to function within the larger society (Bronfenbrenner 1979; Bugental and Grusec 2006; Moen and Erickson 1995). The family system, by requiring large investments of time and money on the part of parents, allows parents to form strong and enduring bonds with children. Children, who are dependent on parents from an early age, learn to respond to parental cues, and are exposed to patterns of behavior and interaction that foster the learning of family values and expectations. Recent changes in the conceptualization of childhood and the process of socialization emphasize children as agents in their own right (Corsaro and Fingerson 2003). Once thought of as “passive receptacles” into which society pours its norms and values for healthy functioning (Hirschfeld 2001), today children are recognized as both affecting and being affected by social institutions (Corsaro and Fingerson 2003).

Beyond parents and their own agency, children are subject to additional socializing agents, which appear at multiple points across the life course. For example, children’s behavior is a function of peers at school, the media, religious institutions, and employers (Gecas and Seff 1990; Peters 1994). Despite debate over the relative influence of parents and peers on children’s, and particularly adolescents’, behavior (Gecas and Seff 1990; Harris 1995; Harris 1999), it is a common assumption that what parents do matters for children’s development. There is support in the literature across a wide range of developmental outcomes (Davies and Kandel 1981; Reed, McBroom, Lindekugel, and Tureck 1986; Smith 1985). It is not surprising then that research in this area has found that the family is one of the primary sites

where orientations toward gender are produced and later reproduced (Berk 1985; Chodorow 1978; Chodorow 1997; Loy and Norland 1981).

Others, however, argue that explanations of gendered outcomes in adulthood (particularly gendered behavioral patterns such as the division of household labor) based on models of socialization are static, inflexible to life-course changes, and are problematic at times of wide-scale social change when beliefs and orientations may diverge from one generation to the next. Research in this area instead focuses on the socioeconomic backgrounds of parents or the contemporaneous circumstances of adults, such as their employment status, work hours, or relative bargaining position to that of their spouse, in explaining gendered outcomes such as housework behavior and gender-role attitudes.

Understanding how children come to adopt particular views about women's and men's roles or choose to invoke gender-specialized housework arrangements is incomplete when measures of parental influence and current characteristics are considered separately. Therefore, this dissertation examines the strength of the association of early parental influences, such as parents' gendered attitudes, behaviors, and socioeconomic characteristics, as well as key aspects of children's adult lives on children's gendered outcomes in adulthood.

The second contribution of this dissertation is that it goes beyond the current conceptualization of intergenerational gendered learning as a process whereby parents' attitudes and behavior are hypothesized to exert direct and independent effects on children's subsequent adult attitudes and behavior and considers the contours of this relationship and the interaction of attitudes and behavior. It does this

in three ways. First, the dissertation examines whether parents model gender-stereotypical behavior consistent with their ideas about the roles of women and men. Given the wide range of practical constraints and demands made on both mothers and fathers, some parents with even the best intentions of providing a clear and consistent message to their children, may have difficulty practicing what they preach. This dissertation expands what we know about parental attitude and behavior similarity by assessing whether the gendered outcomes of children in adulthood are more like those of their parents when there is consistency in parental attitudes and behaviors.

Lack of correspondence between a parent's gendered attitudes and behavior is not the only way in which children may observe inconsistent messages about gender. In families with two parents present, mother-father discordance in ideas about and actual behavior of women and men may also be present. The data requirements necessary to assess the implications of parent's actions on children's adult outcomes are considerable—i.e., longitudinal data covering a large amount of time. Thus, much of the work in this area has relied solely on the reports of mothers—reporting on their own their own attitudes and housework behaviors as well as the housework behavior of their spouse. These studies have failed to consider the direct reports of fathers and how their gendered attitudes and behavior may complement or depart from that of mothers. Hence, we lack a comprehensive understanding of the implications of mother-father discordance on the process of intergenerational learning. Although defined as one parental unit, parents are also individuals and it is not implausible that a mother and father may have different ideas about the appropriate roles of women and men and how to display these roles via common housework tasks. Given that

mothers and fathers may not always convey the same information or model behavior in a way that provides a consistent message about the roles of women and men, this dissertation examines whether the transmission of attitudes and behavior between parents and children varies when the similarity in attitudes between mothers and fathers varies.

In this dissertation, parental influence on children's attitudes and behavior in adulthood is conceptualized as a dynamic process that cannot be assessed from a single snapshot of parents at a given period of time in a child's life. Research suggests that people have the capacity to change their attitudes over the life course (Danigelis, Hardy, and Cutler 2007; Konty and Dunham 1997) and we know that parents' division of household labor changes, as well (Rexroat and Shehan 1987). Changes in parental attitudes and housework demands have implications for how they convey and display ideas about gender and whether the message they transmit about gender remains consistent across time. Thinking broadly about the process of parental influence, only a few studies to date have considered the relative importance of whether children experience parental influence at younger or older ages and only a handful in particular have focused on the association of early and later exposure to a mother's gendered attitudes on children's subsequent gendered attitudes and behavior (Cunningham 2001a; Cunningham 2001b; Gupta 2006; Kiecolt and Acock 1988). Very little attention has been paid to how the process of transmission may be affected by whether parents' attitudes and behavior change over time. For example, research suggests that early maternal behaviors such as the division of housework and employment status are important predictors of how children allocate housework

within their adult partnerships (Cunningham 2001b). How might this link between a mother's early gendered behaviors and children's subsequent division of household labor vary if mother's housework arrangements becomes more or less egalitarian with time? This dissertation examines parent's change over time and the implications this change has for the process of intergenerational learning.

A further contribution of this dissertation is the richness of the data used to assess the process of intergenerational learning. Historically, longitudinal data on parents' and children's subsequent behavior in adulthood, which is necessary for such an examination, has been limited. With the recent release of the 2001–2002 National Survey of Families and Households (NSFH), the third wave of panel data measuring multiple aspects of American family life, we now have data with detailed information on the gender-role attitudes and housework behavior of parents at Wave 1 (1987–1988) when children were young (ages 2–18) and Wave 2 (1992–1994) when children were ages 10–23 as well as similar measures of attitudes and housework for the same children at Wave 3 (2001–2002) when they had reached early adulthood and were between ages 18–34. The data also include other sources of parental influence such as maternal employment status, which have been shown in the literature to matter for children's formation of gender-role attitudes. In short, these data allow for the first longitudinal assessment, using nationally representative data, of how parent's gendered attitudes and the type of and time spent doing housework are related to gendered norms and behavior in adulthood. The research community is now equipped to examine in somewhat greater detail the extent to which the family is the proving ground for early ideas about gender.

This dissertation takes a first step in sorting out whether the gender climate in which children are raised is an important source of influence associated with how children eventually regard the roles of women and men and negotiate housework as adults. It is important to note, however, that even with rich measures of parents' and children's gendered behavior and attitudes assessed at multiple points in time with nationally representative longitudinal data, this dissertation does not have the necessary evidence to make claims about causality. Exactly what causes children to end up as they do—i.e., what accounts for why girls grow into women who by and large specialize in certain kinds of labor (largely unpaid) and boys grow into men who still are more likely than not to perform as the primary breadwinner—is undoubtedly a complex amalgam of social and biological processes—the disentangling of which is beyond the scope of this dissertation. Parents undoubtedly exert a strong influence over children—hoping that what they do “sticks” with children as they grow; but the reverse is also true. Children influence parents (Crouter and Booth 2003; Thornton, Axinn, and Hill 1992). And children are also subject to a wide range of socializing agents outside the family such as teachers and peers (Harris 1999). The purpose of this dissertation is to assess whether and to what degree parents' attitudes and behavior are associated with children's gendered outcomes in adulthood and how the interaction of attitudes and behaviors both within and across time is related to the intergenerational transmission of gender.

Chapter 2: Theoretical Framework and Literature Review

Introduction

Social psychologists and child developmentalists have long argued that parents and children comprise a biosocial system that favors parents as the primary caregivers, given their heavy investments of time and money early in a child's life course (Bugental and Grusec 2006). Children learn very early to respond to parental cues, such as recognition of the face, voice, and smell of their primary caregiver. Thus, some of children's first observations of gendered behavior happen in the home. For example, parents may engage in gender-stereotypical behavior and they may also encourage their children to do the same. Although research has found fewer systematic gender differentiated behaviors on the part of parents than typically assumed, findings from a number of studies suggest that parents do actively encourage their children to engage in sex-typed play activities and household chores and they use differential language when speaking to daughters versus sons (Adams, Kuebli, Boyle, and Fivush 1995; Kuebli, Butler, and Fivush 1995; Leaper, Anderson, and Sanders 1998; Lytton and Romney 1991; MacDonald and Parke 1986; Witt 1997). In short, the family appears to be the primary genesis of documented sex differences.

Yet, as mentioned at the outset, others argue that models of socialization are static and inflexible to changes that occur across the life course. Research in this area generally focuses on the socioeconomic characteristics of parents and current contextual factors of adults in explaining gendered attitudes and behaviors.

The purpose of this chapter is to examine previous research on the transmission of gender-role behavior and attitudes. I first consider three general frameworks to understanding gender-related attitudinal and behavioral outcomes. Second, I review the empirical evidence in support of these models. Finally, I consider the dynamic nature of parental influence including both attitudinal and behavioral consistency among parents as well as parental continuity over time.

What Explains Gender-Role Attitudes and Gender-Specialized Housework Behavior in Adulthood?

Research on the formation of gender-role attitudes and the gender division of housework in adulthood typically draws on three general explanatory models: 1) theories of intergenerational learning or parental socialization; 2) models of parent-child socioeconomic and status similarity; and 3) theoretical frameworks such as the time availability, relative resources, and gender perspectives, which focus on adult contemporaneous characteristics (Acock and Bengtson 1980; Bianchi, Milkie, Sayer, and Robinson 2000; Brines 1994; Glass, Bengtson, and Dunham 1986; Greenstein 1996b; Greenstein 2000; Hitlin 2006; Kohn, Slomczynski, and Schoenbach 1986; Moen and Erickson 1995; Moen, Erickson, and Dempster-McClain 1997; South and Spitze 1994). The purpose of this section is to describe the explanatory models in detail, review the empirical support for these models, and discuss how these models are hypothesized to explain children's subsequent gender-role attitudes and

housework behavior in adulthood and how they are operationalized in this dissertation.

The Intergenerational Transmission of Attitudes and Behaviors: A Model of Social Learning in Childhood

Broadly defined, socialization is a process whereby individuals are given appropriate information, norms, and attitudes necessary to function successfully within a social group (Bugental and Grusec 2006; Goldstein and Oldham 1979). This process is interactive, it involves learning appropriate roles, and it is a process through which social sanctions are exercised and become meaningful to group members (Bugental and Grusec 2006; Goldstein and Oldham 1979). In short, socialization modifies and expands the behavioral repertoire of individuals, which is necessary in order to maintain the continuity and stability within social institutions and society at large.

Socialization theory suggests that the transmission of values, orientations, and behavior is predicated on early childhood experiences, which are the foundation of social learning (Bugental and Grusec 2006). According to Bandura, observational learning is the primary means and most efficient form of learning in human beings (Bandura 1977; Bandura and Walters 1963). The general conclusion is that people cannot help but learn from what they have seen (Grusec and Davidov 2007).

One source of early childhood experiences is observations of parents' behavior. Children learn appropriate behavior by observing and imitating the behavior of parents, particularly the parent of the same sex as the child (Bandura 1977; Bandura and Walters 1963). Under this model then, we might expect

observations of mothers making large investments in housework, dividing housework in gender-stereotypical ways, or not participating in the labor force to influence children's, particularly daughters', later orientations toward paid and unpaid work.

However, parental modeling, or observing parents' behavior is not the only means by which social learning takes place. Parents are as much "verbal persuaders" as role models (Bandura 1982). Thus, children learn from both parents' behavior and their attitudes—making attitudes an important factor to consider when assessing parental transmission. For example, research assessing cohabiting behavior among adult children has found that parents' attitudes toward cohabitation are important predictors of children's subsequent adult behavior (Axinn and Thornton 1993). Thus, we might expect parents' own attitudes about the roles of women and men to be related to children's subsequent ideas about and adoption of gender-role behaviors.

Parents' Gender-Role Attitudes

There is a wide body of research on attitude formation and change across the life course. In one camp are those who argue that attitudes are fixed at an early age and remain stable across the life course. The research in this area generally draws on two explanatory frameworks: 1) the "impressionable years" hypothesis, which argues that late adolescence and early adulthood are the years when attitudes and values are the most likely to take shape and to crystallize; and 2) the "increasing persistence" hypothesis, which claims that as people age, attitude flexibility and change decreases. Most of this research has focused on age and political attitude stability and found that attitudes in late adolescent/early adult years compared with later adult years are the

most susceptible to attitude change, but susceptibility for change decreases shortly after these years and attitudes remain stable in older ages (Alwin, Cohen, and Newcomb 1991; Alwin and Krosnick 1991; Inglehart and Baker 2000; Jennings 1996; Krosnick and Alwin 1989; Visser and Krosnick 1998).

In the other camp are those who argue that attitudes are not impervious to change. Rather, the process of aging exposes people to new perspectives and ways of thinking and therefore, as people accumulate new experiences, they are susceptible to changing their attitudes. Using data from the 1972–2004 General Social Survey, Danigelis, Hardy and Cutler (2007) find evidence of significant intracohort change in sociopolitical attitudes. These results suggest that contrary to the popular stereotypes that claim older people's attitudes are inflexible to change, both younger and older people are capable of changing their minds, so to speak—at least when it comes to sociopolitical attitudes on civil liberties and privacy.

Yet despite this research, there is a large body of literature suggesting that across a range of outcomes (i.e., religion, politics, union formation, gender), attitudes remain somewhat similar across generations (Axinn and Thornton 1993; Axinn and Thornton 1996; Cunningham 2001a; Glass, Bengtson, and Dunham 1986; Kapinus 2004; Kohn, Slomczynski, and Schoenbach 1986; Miller and Glass 1989), even in the face of widespread social and economic change (Moen, Erickson, and Dempster-McClain 1997). Perhaps one reason attitudes appear to remain relatively consistent, even amidst change across the life course, is because the family is such an effective agent of socialization.

When it comes to the acquisition of gender-role attitudes, there is a wide body of research suggesting that families are an important context for social learning and this process starts at an early age (see McHale, Crouter and Whiteman (2003) for a discussion). For example, in a sample of 479 fourth through ninth graders from Colorado public schools, Katz and Ksansnak (1994) found that measures of socialization, such as perceptions of parent's behaviors were the strongest predictors of how children regarded the roles of women and men. Recent work on the trajectories of attitude change across nine years among 402 fourth and fifth grade students found that parents' attitudes were important predictors to how girls and boys attitudes developed across time (Crouter, Whiteman, McHale, and Osgood 2007). Boys with traditional parents held traditional values and exhibited very little change across time while boys with nontraditional parents exhibited a curvilinear trajectory—i.e., they first declined in traditionality between ages 7 and 12 and then increased markedly after age 15 becoming more traditional. Girls, on the other hand, became less traditional with time, although those with more traditional parents maintained more traditional attitudes over time than girls with less traditional parents. Meta-analysis conducted across 48 independent samples also revealed a meaningful positive association between parent's gender schemas (such as parents' attitudes toward women's and men's relative rights, roles, and responsibilities) and children's gendered outcomes (such as gender self concept, gender-role attitudes, and gender-related interests and preferences) (Tenenbaum and Leaper 2002).

A mother's attitudes when children are young continue to influence children over time (Moen, Erickson, and Dempster-McClain 1997). In a sample of 74 mother-

daughter pairs, mothers' attitudes are more important predictors of a daughters attitudes than other maternal characteristics such as age, marital status, education, and occupation status (Smith and Self 1980). Similarly, in a sample of 791 white mother-child pairs drawn from a local, Detroit metropolitan probability sample of 1961 birth records, Cunningham (2001a) finds an enduring effect of maternal gender-role attitudes on children's own gender-role attitudes in adulthood. The results provide evidence that parents serve as an important influence on children's gender-related thinking both in childhood and adulthood.

Parental attitudes also influence children's behavior. For example, research by Thornton and colleagues (1992) finds that the religiosity of mothers (Thornton, Axinn, and Hill 1992) as well as parental attitudes toward cohabitation (Axinn and Thornton 1993) are linked to children's subsequent union formation experiences in expected ways, suggesting that parental ideas are passed on to children. Furthermore, a mother's preferences for family formation behavior exerts a strong influence over when children become parents (Barber 2000). What parents think, i.e., their attitudes regarding appropriate gender roles for women and men, undoubtedly plays an important role in the process of transmitting gendered behavior, as well. Yet, few studies document the role of parents' attitudes in shaping the housework behavior of children. What findings exist suggest that traditional gender-role attitudes in parents are associated with an increase in daughters' and a decrease in sons' housework time in childhood (Blair 1992b; Goldscheider and Waite 1991; Lackey 1989). The gender ideology of parents is also associated with children's *adult* housework behavior. That is, a mother's gender egalitarian attitudes when a son is in his mid-teenage years are

associated with the son's increased housework performance in adulthood. Neither early nor late exposure to maternal attitudes, however, is associated with a daughter's housework behavior (Cunningham 2001b).

Parents' Housework: The Symbolic Enactment of Gender

There is general support in the literature that parents' behavior has salience for children's attitudinal and behavioral outcomes. For example, parents union formation and dissolution behaviors, such as divorce, remarriage, and widowhood are linked to children's attitudes toward premarital sex as well as marriage, cohabitation, childbearing, and divorce (Axinn and Thornton 1996). In a separate analysis, Thornton, Axinn, and Hill (1992) also find that a mother's participation in religious services is instrumental in predicting children's subsequent cohabitation and marriage behavior.

Housework is a domain of behavior where children arguably witness parents negotiating and managing tasks that conform to "appropriate" gender roles. As West and Zimmerman (1987) argue, gender is not a fixed characteristic (or set of characteristics) or a role that confers assignation to one social category over another. Rather, gender is the processual validation of that membership. That is, "the act of doing gender is undertaken by women and men whose competence as members of society is hostage to its production" (p. 126) (West and Zimmerman 1987). Thus, gender is comprised of activities that conform to the normative expectations of what is appropriate for one's sex category.

Throughout childhood, children bear witness to their parents' housework behavior which is arguably laden with information and ideas about the appropriate roles of women and men. In her book, *The Gender Factory* (1985), Berk argues that families are the nexus where children learn important lessons about the symbolic significance of housework behavior (Berk 1985). Indeed, despite parental reports that they assign housework equally to daughters and sons (Tucker, McHale, and Crouter 2003), quantitative research confirms that homes are still very much a "gender factory"—producing and reproducing on a daily basis children's gendered relationship to work. For example, several studies indicate that children are socialized into sex-typed patterns of housework with girls spending more time overall doing housework and more time in female-typed tasks than boys (Antill, Goodnow, Russell, and Cotton 1996; Blair 1992a; Blair 1992b; Duncan and Duncan 1978; Gager, Cooney, and Call 1999; Gager and Sanchez 2004; Goldscheider and Waite 1991; Lawrence and Wozniak 1987; Timmer, Eccles, and O'Brien 1985; White and Brinkerhoff 1981).

What is less understood is whether parents' housework behavior is related to children's gendered attitudes and housework behavior as adults. Using a sample of 160 families from the 500 Family Study, Weinshenker (2005) finds evidence that adolescents in families where fathers participate in female-typed tasks are more egalitarian compared to adolescents in families where fathers are less inclined to share housework tasks. Furthermore, children's ideal allocation of housework at age 18 is predicted by their parents' division of household labor (Cunningham 2001a). However, we know somewhat less about whether this relationship is enduring and

whether parents' housework behavior sticks with children, influencing their attitudes, in adulthood.

There is also limited evidence suggesting that parents' housework behavior is related to their children's housework in adulthood. In a sample of 99 married pairs, Thrall (1978) concludes that the household division of labor within a family may be the best predictor of how children allocate housework as adults. However, these conclusions are based on statements received from one open-ended retrospective interview question. Retrospective indicators of parental influence can be biased because they are subject to children's *perceptions* of parents' behavior and the ability to recall this information accurately. Cunningham (2001b) estimates the effect of parental modeling without relying on children's retrospection and memory. Using parent- and child-level data, he finds that the housework patterns of parents are significant predictors of the housework patterns of sons. If fathers participate in stereotypically female-typed tasks when their sons are young, sons are more likely to participate in those tasks 30 years later as adults.

Cunningham's research in this area is probably the best to date—considerably expanding what we know about parental influence on children. For example, we know with some empirical certainty that there is an association between what parents do and think and what their children do and think as adults. However, his results were restricted to a sample of a racially homogenous white mother-child pairs drawn from a local probability sample that included limited housework measures and proxy reports of father's housework participation.

Maternal Employment: (Un)Doing Gender?

Maternal employment is another domain of activity where children observe mother's engaging in behavior arguably laden with information about the roles of women. The argument here is that exposure to an employed mother may reduce the degree to which children see paid work as "men's work" and domestic work as "women's work"—given that they witness a mother engaging in what has historically been unconventional gender-role behavior.

Starting as early as preschool, children with an employed mother hold less stereotypical views of women and men than children with a nonemployed mother (Hoffman 1984; Hoffman 1989). Further, results from a sample of 327 students between 8th and 12th grade, indicate that adolescents from dual-career families have less traditional gender-role attitudes than children from more traditional, single-earner families (Stephan and Corder 1985). And this relationship endures over time. A few studies have documented evidence that modeling paid employment on the part of mothers is associated with a greater sense of gender egalitarianism among children in adulthood (Hoffman 1974; Thornton, Alwin, and Camburn 1983).

The mechanism by which maternal employment influences children's gender-role attitudes in both childhood and adulthood is somewhat unclear. On the one hand, children with an employed mother observe women engaged in what has historically been a nontraditional role, which may have implications for how they view women's and men's work and family roles. On the other hand, employment itself is associated with greater egalitarianism (Banaszak and Plutzer 1993; Bolzendahl and Myers 2004;

Plutzer 1988). Thus, mothers who work may not only be modeling nontraditional behavior, but may also be espousing nontraditional gender-role attitudes.

As mentioned above, children in families with an employed mother are exposed to less traditional models of female and male behavior and this may have implications for how children “do” gender through the negotiation of their housework behavior in adulthood. The effect of maternal employment may work in a number of ways. For example, not only do children with an employed mother witness women engaging in paid work—a domain traditionally reserved for men, but they also observe other types of nontraditional activities within the home that counter dominate ideas about gender and the appropriate roles for women and men. For example, recent time-diary research indicates that employed mothers do less housework than nonemployed mothers (Bianchi, Robinson, and Milkie 2006). Hence, children in families with an employed mother may have fewer opportunities in which to observe mothers engaged in stereotypical housework tasks—which express and reinforce traditional ideas about gender. Thus, maternal employment, as well as allowing mothers to model a nontraditional worker role, may also reduce the association that children might otherwise draw between gender and the performance of housework.

In addition, maternal employment may increase the demand for help around the house, although this could influence children’s understanding of gender in contradictory ways. On the one hand, children may observe fathers being recruited to help around the house, thus witnessing men perform tasks typically associated with women. Alternatively, children may observe no one doing the housework as families outsource it. That is, families with an employed mother may resort to purchasing

housework goods and services as research suggests time-constrained households where both spouses are employed use market substitutes for their own time in housework tasks (Bittman, Matheson, and Meagher 1999; De Ruijter and Van der Lippe 2007; Hochschild 1997; van der Lippe, Tijdens, and de Ruijter 2004).

On the other hand, children themselves may be expected to do more housework when their mothers are employed. Thus, maternal employment may increase children's exposure to housework. This may be a good thing for sons or, rather, the future partners of sons in that increasing boys' participation in housework could portend a shift toward more gender egalitarian housework arrangements between men and women and a lessening of housework specialization over time. Increasing children's exposure to housework may, however, be less beneficial for daughters. That is, increasing a girl's housework might only reinforce her tie to this type of work thereby increasing specialization within partnerships over time. Perhaps witnessing the recruitment of all family members (mother, father, and children) signals to children that housework is a family affair where everyone is responsible for some work. As a result, housework may become less associated with gender and these experiences may have implications for whether children think of housework as "female" work.

In larger, nationally representative samples, there is evidence that maternal employment is indeed positively associated with children's housework. For example, several studies show children, especially daughters, with working mothers (and with mothers who work long hours) do greater amounts of housework than children of nonemployed mothers or mothers with shorter work hours (Benin and Edwards 1990;

Blair 1992a; Blair 1992b; Gager and Sanchez 2004; Hedges and Barnett 1972; White and Brinkerhoff 1981). Peters and Haldeman (1987) did not find significant differences in the amount of time children spent doing housework by the employment status of the mother, but they did find that children with an employed mother contributed a larger share of the housework relative to their parents. The authors conclude that this difference was due more to a decrease in the employed mothers' housework time rather than an increase in children's housework time. Yet, as we might expect, maternal employment had a feminizing effect on both girls and boys housework (McHale, Bartko, Crouter, and Perry-Jenkins 1990; White and Brinkerhoff 1981). Thus while women's employment may be exposing boys to broader housework experiences; it appears to confine girls further in female-typed tasks. This feminizing effect of maternal employment on children's housework may be more the result of the composition of housework being shed (i.e., employed mothers may be more inclined to shed female-typed tasks such as cooking and cleaning as these activities constitute a disproportionate share of their total housework load) rather than a reflection of mothers' gendered assumptions about the type of housework girls and boys should perform.

It is somewhat unclear how the effect of maternal employment on children's housework behavior will affect children's housework behavior in adulthood. However, there is some evidence to suggest that perhaps early exposure to a working mother is associated with less traditional gendered behavior in adulthood. In a sample of white, mother-child pairs, mother's paid work was an important predictor of children's adult housework patterns—decreasing the housework contributions of

daughters and increasing it for sons (Cunningham 2001b; Gupta 2006; Treas and Tai 2007).

There are a few studies that find maternal employment is associated with children spending *less* time in housework-related tasks or that it had *no* effect (Cogle and Tasker 1982; Hofferth and Sandberg 2001). However, one set of results was based on a small, locally drawn sample and the other set of findings imposed a narrow age restriction. This may be part of the reason why these results contradict a large body of research documenting a significant effect of working mothers on children's housework behavior in both child- and adulthood. Nevertheless, the bulk of the findings in this area suggest the role of maternal employment, while somewhat illusive, is important.

From conception, expectant parents “do gender.” It starts with the search for a name. Advances in medical technology now mean that parents can learn the sex of their child as early as three months into pregnancy. As Koker and Burke (1998) note, information about the sex of a child in utero implies more than just biological differences. It confers gender, and with it ideas about social-role expectations. For example, parent's speculate about the sex of the child and organize their preferences for names by whether they are female or male (Fox and Hesse-Biber 1984). Shortly after the birth of the child, parent's largely describe their children in gender-stereotypical terms (Reid 1994). Color-coded birth announcements reinforce the child's membership within the appropriate gender category. Parents color coordinate children's clothing and rooms to distinguish girls from boys (Pomerleau, Bolduc, Malcuit, and Cossette 1990; Shakin, Shakin, and Sternglanz 1985; Thorne 1993).

Despite few differences in children's behavior in infancy, parents interact differently with children depending on the child's sex (Fagot, Hagan, Leinbach, and Kronsberg 1985). In addition, they communicate differently and engage in different types of play and encourage different types of household chores—all depending on the child's sex (Adams, Kuebli, Boyle, and Fivush 1995; Kuebli, Butler, and Fivush 1995; Leaper, Anderson, and Sanders 1998; Lytton and Romney 1991; MacDonald and Parke 1986; Witt 1997).¹ In short, from an early age, children observe and experience parents engaging in gendered behavior and interaction which arguable form the foundation of their own gendered self and assumptions about women and men in society.

Family Context: Parent-Child Socioeconomic and Status Similarity

As Uhlenberg and Meuller (2003) note, “one has a better understanding of the determinants of life course trajectories if one has information regarding preceding family contexts” (142). Beyond their own gendered attitudes and behaviors, parental inputs, such as monetary investments, are also conduits through which parents transmit values, orientations, and behaviors to children. That is, according to a more ecological perspective emphasizing the environmental context in which children are raised, parents do not transmit specific values or beliefs, per se (Bronfenbrenner and

¹ Some argue that differences in parent-child interaction reflect biologically based sex differences in children's temperament or maturation Leaper, Campbell, K. J. Anderson, and P. Sanders. 1998. "Moderators of Gender Effects on Parents' Talk to Their Children." *Developmental Psychology* 34:3-27, Leaper, Campbell and T. E. Smith. 2004. "A Meta-Analytic Review of Gender Variations in Children's Language Use: Talkative, Affiliative Speech, and Assertive Speech." *Developmental Psychology* 40:993-1027.. The biological underpinnings of gendered attitudes and behavior is an important consideration, but one that is beyond the scope of this dissertation. Indeed the data requirements necessary to adjudicate between the nature-nurture dichotomy are considerable and to date unavailable.

Crouter 1982). Rather, they provide children with access to social, cultural, and economic resources. In short, parents and children share what Bronfenbrenner (1979; 1998) calls the same “social address.” That is, children have the same opportunity structure in common with parents. Thus, any correspondence in attitudes or behavior between parents and children may reflect their similar social position and the provisioning of resources and opportunities, rather than parental modeling or verbal exhortations.

Prior research on status similarity found evidence that the attitudes of parents and children who hold similar roles were more alike than parents and children in different structural locations (Fischer 1981; Glass, Bengtson, and Dunham 1986; Suitor 1987). For example, parents and children who hold similar roles, such as being a parent (Fischer 1981) or being highly educated (Suitor 1987) have more similar attitudes relative to parents and children in different socio-structural locations. Using data from a southern California sample, Glass (1986) finds that the various role incumbencies of children such as being married, having similar occupational prestige, being employed, educated, and having similar levels of income when compared to parents account for parent-child similarity in gender-role, political, and religious attitudes. Additional factors such as a mother’s age at first birth, race, educational attainment, religious preferences, region of residence, and urban environment are all hypothesized to be important factors that comprise the parent-child “social address” from which children draw on opportunities and experiences to form basic orientations about women’s and men’s roles.

Early age at first birth may be an indication of holding more traditional family values and ideas about women's and men's roles. Thus children with young mothers may be raised in an environment that values traditional family roles and provides opportunities that reinforce this way of thinking. Race/ethnicity is another important indicator of children's family context that may have implications for their subsequent gendered attitudes and behavior in adulthood. Research suggests gender-role attitudes vary by race/ethnicity. For example, black women and men are more egalitarian in their gender-role attitudes compared to white women and men while Hispanic Americans hold more traditional gender-role attitudes than whites and blacks (Kane 2000). The small number of studies that have examined gender-related attitudes among Asian Americans finds this group tends to hold more traditional gender-role attitudes compared to whites, Hispanics, or blacks (Anderson and Johnson 2003; Kane 2000). Furthermore, a handful of studies suggest that black husbands may contribute more to household labor than white husbands and that the ratio of women's to men's housework time is greatest for Hispanic and Asians and smallest for whites and blacks (Hunt, Wight, and Bianchi under review; Kamo and Cohen 1998; Landry 2000; Orbuch and Eyster 1997; Ross 1987; Shelton and John 1993b; Shelton and John 1996).

Education is another way in which parents transmit ideas about gender to children—particularly if a mother is college educated. Studies document a link between greater levels of education and more egalitarian gender attitudes (Thornton, Alwin, and Camburn 1983), but the mechanism by which education is linked to subsequent attitude formation is less clear. On the one hand, education is linked to

lifestyle preferences and attitudes. Education, in general, exposes people to egalitarian ideas, encourages questioning and critical evaluation, and it inhibits the acceptance of gender stereotypes (Bolzendahl and Myers 2004; Brooks and Bolzendahl 2004; Cassidy and Warren 1996). Hence, children raised in families where the mother has a college degree are in the unique position to be mothered by women who are likely to hold more gender egalitarian attitudes on average. The liberalizing effect of mother's education may also come from children observing women with an education credential historically reserved for men, although gender parity in the attainment of a bachelor degree has been a normative experience for some time. Higher levels of education may also reduce the amount of time women engage in housework while increasing men's housework time—thereby demonstrating nontraditional housework behavior (Berardo, Shehan, and Leslie 1987; Bianchi, Milkie, Sayer, and Robinson 2000; Brines 1994; Coverman 1985; Farkas 1976; Goldscheider and Waite 1991). Furthermore, education is positively associated with earning potential. More education has traditionally gone hand-in-hand with better jobs with larger salaries. Thus, parental education may allow families to buy out of many of the housework tasks historically done by women.

Religious affiliation is generally found to reinforce traditional views of women's and men's roles. Empirical evidence suggests that lower levels of religiosity are associated with nontraditional behaviors, such as cohabitation (Thornton, Axinn, and Hill 1992). Furthermore, the degree to which religion promotes or discourages egalitarian ideas about women and men varies depending on the type of religious affiliation. In general, the findings suggest that conservative

Protestants are the least supportive of egalitarian gender-role attitudes while Jews are the most supportive (Bolzendahl and Myers 2004; Hoffmann and Miller 1997; Hoffmann and Miller 1998). Thus, children whose mothers claim a religious preference, particularly more conservative affiliations such as fundamentalist Protestantism, may be more likely to uphold traditional attitudes and models of gender-specialized behavior in adulthood.

Finally, region of residence and urban environments are factors hypothesized to provide children with opportunities and experiences influential to their way of thinking about women's and men's role. Both factors provide different cultural contexts in which attitudes toward women and men are rooted and take shape. Generally, the Southern region has been associated with less gender egalitarianism given its more traditional cultural context. Furthermore, growing up in an urban environment may expose children to greater heterogeneity and cultural differentiation thereby promoting ideological thinking that favors more gender egalitarianism (Bolzendahl and Myers 2004).

While this dissertation is largely interested in the process of social learning, i.e., what parents do and say as an important mechanism through which children learn and acquire gender-stereotypical behavior, an explanation of socialization does not necessarily preclude one that considers the larger family environment in which children are raised. Indeed, the socialization and family factors are most likely linked in complex ways to human development. Evaluating the relative contribution of both sets of indicators to the gendered outcomes of children in adulthood is thus one aim of this dissertation.

Adult Contemporaneous Circumstances

Some scholars reject the argument that people are socialized at an early age into specific gender roles. They argue that theories of socialization imply that children's ideas about the roles of women and men are fixed and unalterable at an early age and remain unaffected by additional experiences over the life course, such as the transition into marriage and parenthood.

Yet several studies document a general trend over time toward increased egalitarianism in gender-role attitudes. And the findings point to both a general cohort replacement effect where subsequent generations are more egalitarian than their predecessors (Bolzendahl and Myers 2004; Brewster and Padavic 2000; Brooks and Bolzendahl 2004; Thornton and Young-DeMarco 2001), as well as intracohort change or actual change in individuals opinions (Brooks and Bolzendahl 2004; Danigelis, Hardy, and Cutler 2007). Thus, these findings suggest the capacity for individual attitudes to change over time and perhaps depart from earlier expressions influenced by the family of origin.

Furthermore, researchers claim that if gender differences in housework reflect socially learned patterns of behavior that reinforce gender identity, such as women assuming the responsibility for housework, then we would see women acting out this socialized pattern of behavior at every stage in the life course (e.g., as a single and married woman) (Perkins and DeMeis 1996). Yet, empirical results indicate that single women and men exhibit similar housework behavior (Perkins and DeMeis 1996). It is with the transition into marriage and parenthood where we see an

increase in housework specialization. Using two waves of data from the National Survey of Families and Households, Gupta (1999) finds that men decrease their time engaged in routine housework activities when they form coresidential unions with partners of the opposite sex (e.g., marriage or cohabitation) and increase their housework time when they leave such a unions (e.g., by separation or widowhood). Women, however, exhibit the opposite behavior. Their time engaged in housework increases when they get married or cohabit and decreases when they exit these relationships. The transition to parenthood also ‘crystallizes’ the gendered division of labor—particularly for mothers (Sanchez and Thomson 1997). As women become parents they increase their housework hours and decrease their employment hours.

Thus, a large portion of the research on explaining the gender-role attitudes and presence and persistence of housework specialization among women and men has drawn on theories that emphasize the characteristics and contextual factors of adults (e.g., employment characteristics, marital status, and parental status) and paid less attention to the context within which these adults were raised. The implicit assumption is that contemporaneous context overrides earlier socialization.

Predictors of Adult Attitudes

Factors associated with gender-role outcomes can be organized into three general categories: 1) work-related factors; 2) family characteristics; and 3) background characteristics.

Work-Related Factors. As discussed in the previous section on maternal employment, there is widespread support in the literature that women’s employment

is positively associated with more egalitarian gender–role attitudes (Banaszak and Plutzer 1993; Bolzendahl and Myers 2004; Gerson 1985; Glass 1992; Plutzer 1988; Thornton, Alwin, and Camburn 1983). Jobholding may result in greater gender-role egalitarianism because of women’s interests in the workplace. Holding more egalitarian attitudes generally includes supporting equitable employment opportunities and experiences. Because employed women are the most likely to benefit from such improvements, employment may lead women to support a more egalitarian agenda given its objective to improve women’s workplace conditions (Bolzendahl and Myers 2004). Furthermore, jobholding provides women with the confidence to compete with men, it exposes women to discrimination, it increases women’s expectations for financial independence, and it exposes them to “second shift” issues—all factors that may contribute a more egalitarian ideas about the role of women and men (Bolzendahl and Myers 2004; Hochschild 1989). The relationship between men’s employment status and gender-role attitudes may be somewhat weaker if not nonexistent given men’s historical attachment to work and the fact that work represents a cultural script that reinforce men’s stereotypical provider role (Townsend 2002).

More hours worked may mean more time spent exposed to the liberalizing element of work for women and indicate stronger attachment to the labor force and thus more support for the work roles of women (Bolzendahl and Myers 2004; Cassidy and Warren 1996). The earnings of women relative to their partners may also be associated with a woman’s gender-role attitudes. Women who earn a larger share of the income than their partners may have a stronger tie to their nontraditional worker

role and may also have a greater interest in issues of workplace equity relative to those who earn less and this may be associated with greater gender-role egalitarianism (Bolzendahl and Myers 2004). Likewise, men earning a smaller share of the family income may have a weaker tie to their traditional primary breadwinning role and may appreciate the material benefits to having a wife who contributes financially to the well-being of the family and thus may be more egalitarian in their gender-role attitudes (Bolzendahl and Myers 2004; Wilkie 1993; Zuo and Tang 2000).

Family Characteristics. Marriage and parenthood are two family arrangements that support and justify female domesticity (Gerson 1985). Thus, women who are married and have children—particularly many children—may be more likely to support traditional roles about women and men. Women with more household and childcare responsibilities may also have less exposure to activities that promote more egalitarian ideas about women and men (Bolzendahl and Myers 2004; Thornton, Alwin, and Camburn 1983).

Background Characteristics. In addition to a number of work-related and family characteristics, background factors, such as key demographic indicators have been used to explain attitude formation—whether it is basic political, religious, or gender orientations.

Age is a significant predictor of gender-role and family-related attitudes (Bolzendahl and Myers 2004; Thornton, Alwin, and Camburn 1983). Being younger—particularly among women—is generally associated with being single, having fewer children, and being employed and financially independent. Thus, young

people are generally expected to be more egalitarian and to support less traditional roles for women and men largely because they are less committed to traditional family arrangements. Several studies also document a general liberalizing trend across successive birth cohorts (Bolzendahl and Myers 2004; Brewster and Padavic 2000; Brooks and Bolzendahl 2004; Thornton and Young-DeMarco 2001). Thus younger cohorts of women and men may be more egalitarian as a function of the sociohistorical environment in which they were raised and prevailing gender-role attitudes of their time.

As discussed earlier with respect to maternal influence, education also exerts a liberalizing effect on attitudes because it exposes both women and men to egalitarian ideas (Brooks and Bolzendahl 2004; Cassidy and Warren 1996). Education may also increase the desire for women to pursue careers and it is these women who have much to gain from supporting egalitarian gender-role attitudes and general liberal attitudes that support the equitable treatment of women and men both in the workplace and family (Bolzendahl and Myers 2004). Therefore, we might expect more highly educated women and men to express more liberal gender-role attitudes.

Finally, although it is one of the outcome measure of interest in this dissertation, commitment to housework, measured in terms of time, may also influence gender-role attitudes, but in opposite ways for women and men. High housework commitment among women may signify women's tie to traditional family arrangements and thus more conventional ideas about women's and men's roles. Conversely, men's participation in housework may signal more egalitarian ideas

about women and men given their willingness to engage in a domain of activity generally reserved for women.

Predictors of Housework Behavior

Research on the determinants of housework and the division of household labor among partners has generally focused on three theoretical perspectives: time availability, relative resources, and gender-role ideology.

Time Availability, Relative Resources, and Gender Ideology. The time-availability perspective argues that the division of household labor is determined by the skill and available time each partner has left over to do housework after paid work has been subtracted (Coverman 1985; Kamo 1988; South and Spitze 1994). Thus, participation in housework and childcare for women and men is based on the demand for their labor as well as their available time to participate (South and Spitze 1994). Being employed is hypothesized to reduce overall available time for nonmarket work activities and therefore time engaged in housework. Number of hours worked and the number of children are also considered to be associated with the demand for work (whether paid or unpaid) and the ability of each partner to respond to this demand (Coverman 1985).

The relative resources of spouses figure in other conceptualizations of the discussion of labor in the home. One perspective argues that the gendered division of housework exists because it is an efficient way to maximize household production and utility (Becker 1991). That is, based on the premise that individuals are rational actors who seek to maximize their utility (i.e., happiness, satisfaction, well-being) and

given the dual constraints of income and time (Berk 1985; England 1992), households arrange their time in market and nonmarket work in order to maximize their production of household commodities, which are subsequently sources of utility or well-being (Becker 1991). Thus, the partner with superior economic resources, such as higher levels of education or greater earning power in the labor market, will reduce the time she or he engages in housework as their economic resources increase the value of engaging in market work. Likewise, the partner with a comparative advantage in household production will allocate her or his time to household production (Becker 1991).

Others have argued that the division of labor between couples is based on the relation of power between partners (Blood and Wolfe 1960)—an issue not addressed in Becker’s model of household production (England and Farkas 1986). The partner with the greatest economic resources such as higher educational attainment or market wages holds more power within the marital dyad, which they use to reduce or minimize her or his participation in undesirable activities, such as housework.

The empirical support for these explanatory models has been mixed. Measures of relative resources, such as relative levels of education, earnings, and income are associated with housework behavior in expected ways (Bianchi, Milkie, Sayer, and Robinson 2000; Bittman, England, Sayer, Folbre, and Matheson 2003; Blumstein and Schwartz 1991; Brines 1994; Evertsson and Neramo 2004; Greenstein 2000; Shelton and John 1993a; South and Spitze 1994). Thus, when women earn relatively little or the same amount as men, women’s and men’s housework hours respond in accordance with an explanation that women and men are negotiating

housework based on their contributions to market work. Yet, when women contribute a larger share of the total resources and men's economic position is weak, both men and women compensate with a more traditional division of labor—women's housework increases while men's decreases (Bittman et al. 2003; Brines 1994; Evertsson and Neramo 2004; Greenstein 2000). Gender "trumps" an arrangement otherwise conditioned on the relative contributions of each partner to the family's financial well-being (Bittman et al. 2003). Women and men in unions may be acting in a way to reduce gender deviance.

One reason these models have received limited empirical support in the literature may be because these theories largely assume that those with more economic resources will all wish to reduce their amount of time engaged in housework (Hiller 1984). Despite a prevailing sentiment that housework is drudgery and that few people actually enjoy doing it (Dennehy and Mortimer 1993; DeVault 1991; Ferree 1976; Mainardi 1971; Oakley 1975; Robinson and Milkie 1997; Robinson and Milkie 1998), some argue that under conditions where housework is perceived as an integral part of one's identity, relative resources may have weak explanatory power (Kamo 1994; Kamo and Cohen 1998). In short, these models may fail to produce consistent findings because the allocation of housework is not only about time and money, but also about gender. Housework is the symbolic enactment of gender (West and Zimmerman 1987). Thus, according to this perspective, the performance of housework is just one activity in which women and men "do gender" and therefore help define and express gender relations within the household (Bianchi, Milkie, Sayer, and Robinson 2000; South and Spitze 1994; West and Zimmerman

1987). Much of the research using gender-role attitudes argues that they are indicators of how people identify themselves and interact to “do gender.” Gender identities, according to Goffman (1977), are “the deepest sense of what one is” (315). Thus, gender-role attitudes are the measurable elements that constitute gender identities (Greenstein 1996b; Greenstein 2000).

The expression of particular gender roles are in part of function of gender-role ideologies. It is not a stretch to imagine that one’s own attitudes influence one’s behavior. For example, over a decade ago Thornton, Axinn, and Hill (1992) documented that both parental religiosity and children’s own ideas about religion were important predictors in children’s subsequent union formation. More recently, a few studies find that those who report liberal attitudes toward divorce experience a decline in marital quality (Amato and Rodgers 1999) and an increased likelihood in divorce (Amato and Booth 1991). Furthermore, Cunningham and colleagues (2005) report that egalitarian attitudes toward women’s and men’s roles was positively linked to their subsequent school enrollment, full-time employment, independent living, and negatively linked to entry into marriage and marital parenthood. Thus, a person’s own gender-role attitudes may influence their housework behavior.

Several studies have found that more egalitarian beliefs about the roles of women and men are generally associated with a more equal sharing of housework among couples (Blair and Lichter 1991; Kamo 1988; Presser 1994). Therefore, any explanation of housework behavior should consider the attitudes of adult children.

So, while these explanatory models demonstrate the importance of considering the current characteristics of adults, they have not fully accounted for the

gender division of housework and they do not necessarily disprove an explanation based on socialization. As Cunningham (2001b) argues, children's exposure (or lack thereof) to parents' gendered behavior and attitudes may be an important source of variation in how these children think about and display gender as adults.

Timing of Exposure to Parent's Gendered Attitudes and Behavior

More than 20 years ago, Alwin and Thornton (1984) argued for the importance of considering both early and later parental factors on the children's subsequent outcomes. Focusing specifically on the educational life chances of children, they found that certain parental socioeconomic characteristics during early childhood, such as parental education and occupation, maternal employment, and the family's economic standing were associated with later educational attainment and cognitive ability (Alwin and Thornton 1984; Duncan, Yeung, Brooks-Gunn, and Smith 1998). Their research raises the question of whether exposure to parents' gendered attitudes and behavior may be more or less salient to children during certain periods in their lives.

There is considerable evidence in the child psychology literature that children's gender-related psychological and behavioral development takes place early in the life course. For example, children develop the ability at an early age (e.g., between the ages of two and three) to classify themselves and others as girls or boys and they learn the constancy of gender over time (i.e., the stability and consistency of gender categories) (DeVries 1969; Fagot and Leinbach 1993; Huston 1983; Marcus and Overton 1978; McConaghy 1979; Slaby and Frey 1975; Thompson 1975).

Yet there is reason to believe that experiences in later childhood may also be important to children's acquisition of gendered attitudes and gender-role behavior. To the degree that a parent's own gender-stereotypical behavior informs their parenting practices, children may be asked to take on housework responsibilities that reflect the gender-role preferences of their parents. In short, through the process of performing housework, children may also learn gender-specialized behavior through participation. There is a large body of literature documenting adolescent housework performance. Most of the research finds that girls and boys are assigned different housework tasks (Antill, Goodnow, Russell, and Cotton 1996; Benin and Edwards 1990; Blair 1992b; Cogle and Tasker 1982; White and Brinkerhoff 1981), that girls generally do more housework than boys (Gager, Cooney, and Call 1999; Peters 1994), and that children with a single or employed mother generally do more housework (Cogle and Tasker 1982; Gager, Cooney, and Call 1999; Price, Wight, Hunt, and Bianchi 2007).

In perhaps the best research to date, Cunningham (Cunningham 2001a; 2001b) finds evidence that the effect of parents' gendered attitudes and behavior on children's gendered attitudes and division of labor in adulthood is dependent on when children experience them. With respect to adult gender-role attitudes, Cunningham (2001a) finds that the gender-role attitudes of parents when children are young and at midadolescence positively predict children's gender-role attitudes in adulthood. Furthermore, early maternal attitudes and later division of labor influence children's ideas about the preferred allocation of housework in adulthood. Focusing on what explains children's division of household labor, Cunningham (2001b) finds that

parent's behaviors when children are young are more influential to children's division of labor in adulthood than parents' behaviors when children are adolescents; whereas maternal attitudes appear to be less salient in explaining children's subsequent gendered behavior.

Cunningham's "early" and "late" observations of parental influences were restricted to two time periods when children were ages 1 and aged 15. Arguably, most of what parents do and say in a child's first year of life is complex and beyond the full understanding of children. To his credit, Cunningham does not make claims about highly specific, age-related processes of gender socialization. However, his limitation to observations when children are age one raises questions about the lack of salience of early parental influences, particularly maternal attitudes, for children's subsequent gender-stereotypical behavioral. So, while we have some idea of what matters for children in their first and 15th year of life in terms of parents' gendered attitudes and behavior, we have little understanding of whether parental influence is more or less relevant to children during the intervening years.

Correspondence and Change over Time in Parent's Gendered Attitudes and Behavior

Although the literature on gender socialization has paid limited attention to the timing of exposure, we know even less about the role of correspondence between parental attitudes and behavior in predicting children's gendered outcomes or whether changes in parental attitudes and behaviors over time is associated with children's formation of gendered attitudes and behavior. We do know people have the capacity to change

their attitudes over the life course (Brooks and Bolzendahl 2004; Danigelis, Hardy, and Cutler 2007) and we know that parents' division of labor changes, as well (Rexroat and Shehan 1987). Yet, to date, there is no available research on whether attitude-behavior correspondence or changes in parents' gendered attitudes and housework behavior are related to children's subsequent gendered outcomes.

We might expect both correspondence between attitudes and behavior and consistency in attitudes and behavior over time to provide the clearest message regarding the roles of women and men. Thus, parents who possess egalitarian gender-role attitudes and who also model more egalitarian housework arrangements may be more successful in transmitting more liberal notions of gender than parents who express one set of attitudes but model behavior that does not support their ideological thinking. Furthermore, parents who are either consistently egalitarian in their attitudes and behavior or traditional may be the most likely to have children who resemble them. Yet if only early or late exposure to attitudes or behavior matters, it remains less clear whether parental consistency matters in the long run.

Social Status Contingencies: Gender Differences

The process of intergenerational learning is applicable to both sons and daughters. For example, parents who are more gender egalitarian are likely to raise children with similar ideas about the roles of women and men. Although there is evidence that the fixed characteristics of mothers, such as educational attainment, are more robust predictors of children's outcomes, particularly among daughters (Axinn and Thornton 1992; Axinn and Thornton 1993; Goldscheider and Sassler

2006; Goldscheider and Waite 1986), there is also some evidence suggesting that mothers may be more influential to daughters and fathers to sons (Dornbusch 1989; Steinberg 1987)—particularly if the parent has a strong economic position within the family (Axinn and Thornton 1992; Starrels 1992). Thus, it is unclear whether daughters may be more influenced by the gendered attitudes and behavior of their mothers and sons by their fathers or whether mothers play the primary socializing role for boys as well as girls.

Conceptual Model

Figure 2.1 presents the conceptual model guiding this research on the ways in which children come to adopt gendered attitudes and behaviors in adulthood. The main focus of this model is on how parents' gendered behavior and attitudes are associated with gendered outcomes of adult children. As discussed at the outset of the chapter, this model also considers the relative contributions of a mother's socioeconomic status and a child's own adult contemporaneous circumstances in influencing gendered attitudes and behavior in adulthood. Parental influence, indicated in the far left-hand box, works through: 1) parents' gender ideology; 2) parents' housework behavior such as individual absolute amounts of housework, the percent of housework that is stereotypically female-typed work, and the division of household labor among parents in a partnership; and 3) maternal employment status. Parental attitudes and housework behavior are expected to be significantly associated with children's adult gender-role attitudes and housework. Maternal characteristics at Wave 1 are presented in the box on the right and include key demographic, family,

and religious and residential characteristics hypothesized to influence children's subsequent gender-role attitudes and housework behavior. The model indicates that parental influence at Wave 1 is directly associated with children's gendered outcomes in adulthood and are mediated by parental influence at Wave 2 and therefore indirectly associated with children's outcomes. Children's own adult characteristics, such as key demographic, family, and labor force characteristics are also expected to be directly associated with their adult gender-role attitudes and housework behavior.

This model is designed to address questions such as: To what extent are parent's gendered attitudes and behavior associated with children's subsequent gendered outcomes; what role do maternal and children's adult characteristics explain attitudes and housework behavior in adulthood; how does the transmission from parents to children vary when mother's attitudes and behavior are more or less consistent or when mother-father agreement in attitudes varies; and how is the timing of parental influence and changes in parent's behaviors and attitudes associated with children's subsequent gendered outcomes in adulthood?

Summary

Why does a gender stereotypical division of labor in the home still largely characterize the arrangements of husbands and wives today, despite changes in the workplace and a general movement toward more gender egalitarianism between women and men? The research discussed in this review suggests the need to consider the family as an important context in which gender behaviors surrounding housework and gender-role attitudes are transmitted and learned. To date, measuring early

childhood experiences in which transmission could take place has largely been limited by small locally-drawn samples that are not representative, rely on retrospective reporting, and are constrained by their measures of gendered behavior. The latest release of the third wave of the NSFH now allows one to examine the relationship between parental influence and later adult gender-role attitudes and housework behavior. In short, we are now able to describe and begin to sort out with more certainty the relative contribution of various factors expected to be associated with children's adult gendered outcomes, whether gender-stereotypical behavior is transmitted from parents to children, and the role of parental influence, i.e., what parents do and think, in explaining this process.

Chapter 3: Data and Methods

Introduction

The purpose of this dissertation is to assess the possible mechanisms by which gender behavior and attitudes are transmitted within the family from parents to children. The literature in this area has generally focused on one of three competing explanations: 1) parents socialize children into gendered roles; 2) parents transmit access to social, cultural, and economic resources, which account for children's gendered outcomes; or 3) children's own adult circumstances, such as marital or parental status, explain adult gendered behavior and attitudes. Much of the research on the formation of basic orientations toward gender has argued that theories of socialization are static, inflexible to life course changes, and problematic at times of wide-scale social change when beliefs and orientations can diverge from one generation to the next. Despite these claims, there is evidence that what parents say and do matters. The ability to generalize these findings to the larger population, however, has been somewhat limited due to small, local-area samples or qualitative reports based on a small number of respondents.

Using the National Survey of Families and Households (NSFH), this dissertation expands what we know about the acquisition of gendered behavior and attitudes by assessing the relative importance of each of these mechanisms with a particular focus on whether what parents say and do has an enduring effect on children's own gendered behavior and attitudes, all things equal. In short, this dissertation takes a first step in sorting out whether the gender climate in which

children are raised is an important source of influence associated with how children eventually regard the roles of women and men and negotiate housework as adults. The data used to assess this relationship are the three waves of the National Survey of Families and Households (NSFH). These data are ideal as they allow one to examine the relationship between parental behavior and attitudes, such as parents' housework behavior, gender-role attitudes, and mother's employment status, and children's gendered behavior and attitudes as adults. The richness of the data also allows me to assess not only correspondence between parents and children, but also whether consistency between parents' behavior and attitudes within and across time matters.

In this chapter, I describe the data, analytical sample, and variables used to measure the relationships and processes identified in the model. The chapter concludes with a discussion of the analysis plan.

Data

This dissertation uses data from the 1987–1988, 1992–1994, and 2001–2002 waves of the National Survey of Families and Households (NSFH)—a nationally representative panel survey of American households. The NSFH was designed by a team of eight researchers at the University of Wisconsin with the goal of providing a data resource to a larger research community interested in examining American family life. Thus, the NSFH collected considerable life history information such as respondent's childhood living arrangements, departures from and returns to the parental home, marriage, cohabitation, education, fertility, and employment histories, information on respondent's current behavior such as marital status, living arrangements, interactions

between family members, and their attitudes and feelings. In the first wave of data collection, information was obtained from both main respondents and spouses and partners and for those who were parents, information about a designated focal child was collected from the main respondent. In waves 2 and 3, some data were collected directly from the focal children (Sweet, Bumpass, and Call 1988a; Trull and Famularo 1996; Wright 2003).

Figure 3.1 presents an overview of the NSFH survey design. The first wave of data collected between 1987 and 1988 (NSFH-1) was comprised of a national probability sample of 10,000 households in the United States plus an over sample of 3,000 households from a range of specific household/family types such as black and Hispanic households, single-parent families, families with step-children, cohabiting couples, and recently married persons. One adult aged 19 or older was randomly selected as the primary respondent. Two classes of secondary respondents were also selected in specific households: 1) spouses or cohabiting partners of respondents and 2) adult household members other than the spouse or cohabiting partner. Thus, up to three interviews could be obtained from a single household. Several portions of the survey were self-administered by the primary respondents to facilitate the collection of sensitive information. Shorter, self-administered versions of the questionnaire were also completed by spouses, cohabiting partners, or other adult household members. Finally, in the first wave of the NSFH, interviewers randomly selected children to serve as main referents to particular sequences of questions on parenting practices and the behavior and activities of children. The ages of these children ranged from two to 18 and a portion of these children were selected at wave 2 to

serve as the main focal child sample (see discussion of selection below). In the third wave of the NSFH, these focal children were asked to participate in their own computer-assisted telephone interviews.

[Figure 3.1 about here]

The sample design resulted in a total of 13,017 interviews with primary respondents at wave 1. Among the secondary respondents, interviews were obtained from 5,648 spouses, 519 cohabiting partners, and 711 other nonspouse adults. Approximately 90 percent of the 33,870 original NSFH-1 addresses were successfully screened for the questionnaire. Of the eligible households, about 75 percent of the primary respondents completed an interview. The overall response rate in the NSFH-1, which is the product of the screening and interview rates, was 67.9 percent (i.e., $90.2\% \times 75.2\%$). The proportion of primary respondents currently married or cohabiting, and therefore eligible for a secondary respondent questionnaire was 57.3 percent (52.1 percent married and 5.2 percent cohabiting). The response rate for married and cohabiting secondary respondents was 83.2 and 76.5 percent, respectively. A final weight was used to adjust for screening nonresponse, interview nonresponse, and to make the data more nationally representative. The post stratification adjustment was based on the March 1987 Current Population Survey and the weights adjust the data to match national population distributions by sex, age, race and ethnicity, and region (Sweet, Bumpass, and Call 1988a; Sweet, Bumpass, and Call 1988b).

The second wave of the NSFH was conducted between 1992 and 1994 (see Figure 3.1). During this first follow up, detailed longitudinal data were collected

from Wave 1 households. The content of the interview was again broad, capturing detailed information on respondent's family life, and was expanded to include face-to-face interviews with the main respondent's current spouse or partner (Trull and Famularo 1996). The second wave also included direct interviews with a sample of focal children. Focal children were eligible for an interview at wave 2 if they were at least 10 years of age at time 2. There were 4,128 children identified as eligible for a wave 2 interview.² These children were interviewed by telephone at wave 2 on topics about school involvement, relationship with parents and friends, risky behavior, and expectations. Overall, about 94 percent of the NSFH-1 respondents were located by the second wave. Of those located, 87 percent were interviewed. The overall response rate for NSFH-2 was 81.7 percent. About 87 percent of current spouses and 71 percent of former spouses were also interviewed (Wright 2003). Of the 4,128 focal children who were identified as eligible for an interview at wave 2, about 61 percent were interviewed. Tracing weights, interview nonresponse weights, and a post stratification weight based on the March 1993 Current Population Survey were applied to the sample to make it nationally representative (University of Wisconsin Survey Center 1996).

Wave 3 of the NSFH was collected between 2001 and 2003 (see Figure 3.1). Due to budgetary constraints, only a subset of the original sample collected at wave 1 was re-interviewed and this included a mid-to-later life sample of main respondents aged 45 and older with no eligible focal children and a parent sample comprised of main respondents with an eligible focal child. Information on adult focal children was

² Eligibility at Wave 2 for a focal child interview was used as criteria for eligibility at wave 3 to receive a focal child interview.

also collected at wave 3. Focal children were considered eligible for a wave 3 interview if they were at least 10 years of age at wave 2. All focal children were aged 18–34 at wave 3. Spouses and partners of main respondents from the first wave were also interviewed. In addition, proxy interviews were collected for main respondents who were too ill to be interviewed and did not have a spouse or partner present. The overall response rate for all interviews, including main respondents, spouses/partners, and focal children at Wave 3 was 57 percent and is calculated as the percentage of the total NSFH sample at Wave 1 (minus those who were deceased at Wave 3) who completed a survey at Wave 3, including both proxy and nonproxy reports. The overall response rate for main respondents at wave 3 was 63 percent. For spouses, it was 56 percent. As mentioned earlier, the sample of eligible focal children at wave 2 was 4,128. By wave 3, 1,952 of these focal children were interviewed (1,523 of whom had completed a wave 2 interview and 429 of whom did not complete an interview at wave 2 but completed an interview at wave 3). The overall response rate for focal children at wave 3 was 47 percent (Wright 2003).

Declines in response rates across surveys indicate there is attrition among both main respondents and focal children. Thus, any examination of the relationship between parental influence and children’s housework outcomes will need to consider whether the attrition is nonrandom and the effect it might have on one’s ability to examine such issues. However, despite the presence of attrition, there are a number of reasons these data are particularly well suited for the proposed analysis. First, these data provide a consistent measure, across three waves of data collection, on the housework behavior of the household members sampled. Main respondents are asked

to report the hours per week they spend in nine housework tasks (i.e., meal preparation, dishes, house cleaning, outdoor chores, grocery shopping, laundry and clothes care, bills, automobile maintenance, and driving). In households where the main respondent is married or cohabiting, these data also provide information on the hours per week the spouse or partner spends on the same nine housework tasks, allowing one to analyze the gender division of housework in two-parent families.

Second, these data provide a consistent measure across three waves on the gender-role attitudes of both main respondents and their spouses. These measures allow one to construct a gender ideology scale—a scale that in earlier housework studies has been shown to have predictive value (Bianchi, Milkie, Sayer, and Robinson 2000; Blair 1992b; Blair and Lichter 1991; Greenstein 1996a; Greenstein 1996b; Greenstein 2000; Gupta 2006).

Third, these data provide comparable measures of housework behavior and gender-role attitudes for a sample of focal children in early adulthood. With these data, I am able to compare the gendered attitudes and behaviors among a sample of parents to the same attitudes and behaviors observed in their adult children.

Although time diary data are typically thought to generate the most accurate (and lower) estimates of time spent engaged in daily housework activities (Bianchi, Milkie, Sayer, and Robinson 2000; Marini and Shelton 1993; Robinson and Bostrom 1994; Robinson and Gershuny 1994; Robinson and Godbey 1997), the correlates of housework behavior in time-diary data and the NSFH are similar (Bianchi, Milkie, Sayer, and Robinson 2000). The NSFH is the first panel study to provide detailed, nationally representative longitudinal information on housework expenditures and

attitudes for both parents and children at multiple stages in the life course (i.e., from childhood to early adulthood). Thus, these data are ideal for assessing the intergenerational transmission of gendered behaviors and attitudes.

Sample

I began with a sample of 4,128 eligible focal children of whom 1,952 were interviewed (see Table 3.1). The sample was further restricted to two-parent or single mother families, which results in the loss of 50 focal children who were living with a single father at the first wave of data collection. Focal children living with a single father are omitted for two reasons. First, the sample is too small to analyze separately (i.e., 50 respondent records). Second, while it is ideal to assess the role that both mothers and fathers play in transmitting gendered behavior and attitudes to children, there are a fair number of focal children who spent at least part of their childhood raised by only one parent. Given the likelihood that children generally remain with their mother, as evidenced by differences in incidence of single parenting among women and men, in general, all records with information on the mother are retained. This restriction minimizes the loss of focal children records and allows me to have a clean measure of maternal influence in analyses on data with multiple family types (i.e., married and single parents).

[Table 3.1 about here]

In addition to dropping focal children with a single father at wave 1, missing data on measures of children's adult housework time and gender ideology (the two main outcomes of interest) result in an additional sample reduction. Among all focal

children, 14 were dropped do to insufficient data on survey questionnaire measures of housework. Another 24 were dropped because they were missing data on measures of gender-role attitudes.

This research uses three analytical samples to examine the underlying mechanisms that may explain adult gendered practices such as specialization in more or less housework and in different types of tasks and gender ideology: 1) all adult focal children sampled at wave 3; 2) focal children at wave 3 who are married or in a cohabiting union; and 3) adult focal children at wave 3 who are married/cohabiting and who were raised in an intact, two-parent family from birth to age 18.³

Restricting the sample to all partnered focal children allows me to assess measures of resources and housework behavior in relation to a spouse—family contexts in which gender roles are negotiated. Restricting the sample to partnered focal children who were raised in an intact, two-parent family further allows me to consider the role of both mothers and fathers as sources of parental influence.

As shown in the upper portion of Table 3.1, the analytic sample is comprised of 1,864 adult focal children who were raised in either a two-parent or single mother family (1,011 focal daughters and 853 focal sons). Of the 1,864 total focal children,

³ Whether a child was raised by an intact, two-parent family was based on information from detailed union history files for main respondents assessed across all three waves of the NSFH. By comparing the beginning and end dates of each union reported by the main respondent to the focal child's date of birth and their 18th birth date, I was able to determine if the child lived with two parents or experienced a parental union disruption before they reached adulthood. In 272 cases (approximately 15 percent of the total focal child sample), union history was incomplete and so whether a child was raised by two parents from birth to age 18 could not be determined. In these 272 cases, I used two additional variables to guide coding the focal child's intact status: "From birth to age 18, or until you left home to be on your own, was there ever a period of four months or more when you were NOT living with your biological mother/father?" Focal children who were missing information on their parent's union histories at wave 3 who responded yes to living apart from their mother or father for a period of four months or more were coded as having not been raised in an intact, two-parent family. Using this method, 147 focal children grew up in an intact family and 125 did not. About half of the focal children were raised from birth to age 18 in an intact, two-parent family—48 percent of daughters and 57 percent of sons.

907 were married or cohabiting at wave 3 (540 focal daughters and 367 focal sons) (see the middle panel in Table 3.1). Restricting to partnered focal children raised in an intact, two-parent family results in a sample size of 408 partnered/intact focal children (236 focal daughters and 172 focal sons) (see the lower panel in Table 3.1).

In order to assess the degree of selection present by restricting the sample to all partnered and partnered children raised in an intact family, I estimated the means and proportions of focal children's adult characteristics by whether they were raised in an intact family, were partnered at wave 3, or both. As shown in Table 3.2, differences across key characteristics appear when I restrict on partnered status (see Groups A and B versus Groups C and D). That is, all focal children (Group A) appear somewhat similar in their characteristics to focal children who were raised in an intact family (Group B). Indeed only one difference appears to be statistically significant: sons raised in an intact family have slightly more years of education than all sons. The differences in focal children's characteristics between all partnered focal children (Group C) and partnered focal children who were also raised in an intact family (Group D) do not appear as pronounced as the differences between focal children who are partnered (Groups C and D) and those who are not (Groups A and B). For example, partnered focal (Groups C and D) children are older than nonpartnered focal children (Groups A and B). Because partnered focal children are older, they are also more likely to be married and cohabiting, be parents, and are slightly more likely to be employed and work more hours—at least in the case of sons.

[Table 3.2 about here]

Finally, I constructed a post-stratification weight based on the 2002 March Current Population Survey to make the sample of focal children nationally representative.⁴ This weight was constructed by disaggregating both the CPS and the focal child data along three dimensions: sex, age, and race/ethnicity. The data were stratified into 12 subgroups based on sex (female or male), age (age 18–24 or age 25 to 34), and race (white, non-Hispanic, black, non-Hispanic, and other race or of Hispanic origin).⁵ For each subgroup a weighting factor was estimated by dividing the proportion of the specific subgroup in the CPS by the proportion of the subgroup in the focal child sample (see equation 3.1).

$$(3.1) \quad \text{Weight} = \frac{\left(\frac{\# \text{ in CPS subgroup}}{\text{Total CPS Population}} \right)}{\left(\frac{\# \text{ in Focal Child subgroup}}{\text{Total Focal Child Population}} \right)}$$

Variables

Dependent Variables

This dissertation examines variation in adult housework behavior and gender ideology by sources of parental influence, indicators of parents' social status, and focal children's own adult contemporaneous circumstances. The main outcomes of interest are focal children's adult housework behavior and gender ideology. There are therefore two sets of dependent variables. In some cases, there are measures that

⁴ To date, the NSFH3 Focal Child data do not include weights and given previous correspondence with the University of Wisconsin Survey Center, it is unlikely that weights will be provided in the future.

⁵ Further disaggregation of age and race was attempted. However, more refined subgroups yielded cells with very few or zero observations.

can only be used when the sample is restricted to focal children who are partnered and/or were raised by two parents. Therefore, I describe all the variables below, indicating which variables will be used on restricted samples of partnered respondents.

Focal Children's Adult Gender Ideology

The dependent variable *focal child's adult gender ideology* is a general measure that captures the degree to which individuals support a role-specialized model of the family. It is a score based on adult focal children's responses to three questions: 1) "It is all right for mothers to work full time when their youngest child is under age five"; 2) "It is much better for everyone if the man earns the main living and the woman takes care of the home and family"; 3) "Preschool children are likely to suffer if their mother is employed"). Focal children were asked to respond to these questions using a five-point scale with one indicating they strongly agreed and five indicating they strongly disagreed. Following previous work by Bianchi et al. (2000) and Greenstein (Greenstein 1996a; 1996b; Greenstein 2000), the first scoring for the first question on women's full-time employment with a young child at home was reverse coded so that higher values on the scale indicated more egalitarian and less conventional views of women's and men's role. The score ranges from a minimum score of 3 to a maximum of 15 with a Cronbach's alpha of .67.

Focal children were also asked a fourth question on their gender-role attitudes: "A husband whose wife is working full time should spend just as many hours doing housework as his wife." This item was omitted from the final measure of gender

ideology because estimation of Cronbach's alpha indicated that a gender ideology score comprised of all four questions on gender-role attitudes was less reliable (α of .57) than the score with responses to question on the equal division of labor omitted. Furthermore, two additional questions on attitudes were asked of parents at wave 1. These questions were not asked of focal children at wave 3 and therefore could not be included in the summed gender ideology score of children. Thus, the two items were omitted from a measure of parents' gender ideology as well.⁶ (See appendix Table A3.1 for a comparison of questions on gender-role attitudes across waves.) Research on gender-role attitudes finds that questions focused on family issues, such as those used above, are generally not good indicators of feminist identity (Peltola, Milkie, and Presser 2004). Unfortunately, the data used in this dissertation are limited in the degree to which one can create a global measure of feminist ideology that captures the core belief that women and men should be equal across a wide range of areas. However, responses from the gender-role questions discussed above have been used widely as a general measure of "gender ideology" in research on attitudes and housework behavior and arguably approximate some of the key underpinnings of

⁶ The NSFH collected information on the gender-role attitudes from the parents across all three waves and from the adult focal children at the third wave. During wave 1 when parents were asked questions about their gender-role attitudes, the survey included six questions. They included: 1) "It is all right for mothers to work full time when their youngest child is under age five"; 2) "It is all right for mothers to work part time when their youngest child is under age five"; 3) "It is much better for everyone if the man earns the main living and the woman takes care of the home and family"; 4) "Preschool children are likely to suffer if their mother is employed"; 5) "A husband whose wife is working full time should spend just as many hours doing housework as his wife"; and 6) "Parents should encourage just as much independence from their daughters as in their sons." By the third wave, when focal children were interviewed separately, only four of the original six questions were asked of the adult focal children: 1) "It is all right for mothers to work full time when their youngest child is under age five"; 2) "It is much better for everyone if the man earns the main living and the woman takes care of the home and family"; 3) "Preschool children are likely to suffer if their mother is employed"; and 4) "A husband whose wife is working full time should spend just as many hours doing housework as his wife."

feminist goals (Bianchi, Milkie, Sayer, and Robinson 2000; Brines 1994; Greenstein 1996a; Greenstein 1996b; Greenstein 2000; Kamo 1988; South and Spitze 1994).

Table 3.3 shows the survey questionnaire measures used to construct the gender ideology score. Daughters are slightly more egalitarian in adulthood than sons. The overall gender ideology score among all adult daughters was 10.7 compared with 9.9 for sons. Among partnered focal children, daughters have an average score of 10.5 compared with 9.6 among sons. The gender ideology of partnered/intact daughters is 10.2; whereas partnered/intact sons have an average score of 9.4. All differences between daughters and sons in the overall gender ideology scores are statistically significant at the p -value $<.05$.

[Table 3.3 about here]

Focal Children's Adult Housework Behavior

The dependent variables used to estimate children's housework behavior are *focal children's total adult housework time*, *percentage of total housework time spent on female-typed tasks*, and the *percentage of couple's housework time completed by focal child* (for the sample of partnered adult focal children). These measures assess differences in the total amount of time adult daughters' and sons' spend on housework, the degree of task specialization—indicators of gendered stereotypical behavior in housework—as well as how housework is divided between partners.

Mean weekly housework hours of both focal children and partners are derived from focal children's responses to questions regarding the number of hours per week they and their partners normally spend on nine housework tasks: 1) meal preparation;

2) washing dishes; 3) housecleaning; 4) laundry and ironing; 5) grocery shopping, 6) outdoor chores; 7) paying bills; 8) automobile maintenance; and 9) driving. Total housework time is the sum of a respondent's weekly hours spent on the nine tasks. The percentage of total housework time spent on female-typed tasks is calculated by estimating the share of total housework time spent on stereotypically female tasks. That is, nine housework tasks are organized into two groups: time spent in female-typed tasks (preparing meals, washing dishes, cleaning house, laundry and ironing, and grocery shopping) and time spent in all other tasks (e.g., outdoor chores, automobile maintenance, paying bills, and driving other household members). The designation of tasks as female-typed is based on considerable evidence across multiple data sources, both qualitative and quantitative, documenting housework task specialization by gender (Blair and Lichter 1991; Coltrane 1989; Ferree 1991; Goldscheider and Waite 1991; Robinson and Godbey 1997; Shelton 1990). Focal children's percentage of couple's total housework time is constructed by dividing the focal child's own housework time by the total amount of housework completed by both the focal child and her/his partner and then multiplying by 100.

I make two adjustments to focal children's adult housework reports. First, estimates that exceed the 95th percentile are considered extremely high and are recoded back to the 95th percentile. The decision to truncate the range was made based on previous research suggesting estimates of housework based on survey questionnaires may be overestimated compared to estimates based on time-diary data (Bianchi, Milkie, Sayer, and Robinson 2000; Marini and Shelton 1993). Furthermore, when housework estimates are extremely high, they tend to deviate more from time-

diary reports than estimates in a more moderate range (Bianchi, Robinson, and Milkie 2006; Robinson 1999). As a consequence, exceptionally high housework reports may be an unreliable estimation of actual housework behavior. In addition, as documented in previous research using NSFH housework reports, this adjustment eliminates the most error-prone estimates of housework and reduces the amount of skewness in each of the individual reports and in the overall summed measure of housework time (Bianchi, Milkie, Sayer, and Robinson 2000; Greenstein 1996b; Greenstein 2000; South and Spitze 1994). Second, in order to minimize the loss of focal-child cases due to missing data, I followed the work of Greenstein (1996b) and South and Spitze (1994) and coded missing data on housework task questions for those focal children who had valid housework reports on at least seven of the nine tasks. While it is typically not customary to impute on the dependent variable, I chose to do so given evidence in previous research using NSFH data that substantive conclusions are essentially unaffected by this particular treatment of missing information (Greenstein 1996b; South and Spitze 1994). In work not shown here, I experimented with three methods of dealing with missing data: 1) code all missing information to zero, regardless of the number of housework tasks with valid information; 2) code missing information to zero for only focal children with 7 or more valid housework reports (the method chosen for this study); and 3) omit all focal children with missing information. (See Table A3.2 in the appendix for differences in sample sizes by treatment of missing data.) Consistent with previous work, I found that the characteristics of the populations are quite similar and the results obtained do not differ by the method of dealing with missing information (data not shown).

Item nonresponse was also an issue for the housework reports of focal children's partners with 28 partners (3 percent of partnered focal children) missing data on at least one housework task. When the sample was restricted to partnered focal children raised in an intact family, all 28 focal children with missing information on partner's housework tasks were removed from the sample. Therefore all focal children who remained in the "partnered/intact" sample had valid partner housework reports.

Table 3.4 shows the survey questionnaire measures used to construct multiple measures of housework behavior. The estimates indicate that among all focal children, daughters spend more time on housework per week, on average, than adult focal sons (26 and 18 hours per week, respectively). A larger share of daughter's housework is also spent on female-typed tasks compared to son's (83 versus 66 percent). (Two-tailed t-tests confirm difference in daughter's and son's housework measures significant at the $p < .001$ level). Among all partnered focal children, daughters do about 30 hours per week of housework while son's report doing about 20 hours per week. The share of housework spent on female-typed tasks is also larger among daughters—84 versus 62 percent. Partnered daughters report about 14 more hours per week of housework, on average, than their partners—or 65 percent of the couple's total housework time while partnered sons report about 11 hours less housework than their partners—or about 40 percent of the couple's combined housework. Partnered/intact daughters spend significantly more hours per week on housework than their partnered/intact sons (29 versus 20 hours per week) and more of their housework time on female-typed tasks (83 percent versus 63 percent).

Partnered/intact daughters do about 13 more hours of housework, on average, than their spouses while sons do about 11 fewer hours per week relative to their partners.

[Table 3.4 about here]

As mentioned earlier, the housework of partners are proxy reports provided by the focal child. Focal daughters reported the housework time of their husbands/male partners and focal sons reported the housework time of their wives/female partners. The results in Table 3.3 indicate that the housework time of focal daughters tends to be about 1–2 hours less than the housework time of sons’ partner, while the reported housework of sons tends to be about 5 hours higher than the housework time reported for daughters’ partners. These differences in housework are consistent with previous research on discrepancies in housework reports between spouses, which finds that husbands tend to over report the housework contributions of their wives (Lee and Waite 2005; Press and Townsley 1998).

As shown in Table 3.2, partnered focal children are more likely to be married and have children. This likely explains why we observe larger estimates of housework time among partnered children (about 3–4 hours more per week for daughters and 2 hours more per week for sons) compared with the overall sample of all focal children—approximately half of whom are single and therefore most likely have a lower housework demand.

Independent Variables

There are three main groups of independent variables. The first group corresponds to sources of parent’s gendered attitudes and behavior (i.e., parent’s gender-role

attitudes, housework time, and maternal employment status). The second group includes measures that capture the fixed characteristics of the focal child's family of origin such as parent's social class, ethnic and religious background, and educational achievements. The third group of variables corresponds to current adult characteristics about the focal children that are hypothesized to also be associated with attitudinal and housework outcomes.

Parent's Gendered Practices

Measures of a parent's gender ideology, housework patterns, and maternal employment status are used to capture parent's gendered practices. In analyses that focus on all focal children and all partnered children, mother's gender ideology and total housework time are used. In analyses that focus on partnered/intact focal children, I use both a mother's and father's gender ideology and total housework time to assess their relationship to children's adult gendered practices. The first group of independent variables on parent's gendered practices is shown in Table 3.5.

[Table 3.5 about here]

Parents' gender ideology at wave 1 is constructed in the same way as the focal child's adult gender ideology by creating a summed score based on their agreement to the same three statements discussed above. At wave 1, however, one of the questions used a 7-point scale instead of a 5-point scale. That is, respondents were asked to rate on a scale from 1 to 7, where 1 equaled strongly agreed and 7 equal strongly disagreed, how much they approved of "mothers who work full time when their youngest child is under age 5." Because this 7-point scale differed in range from the

other two survey questions, the individual scores were standardized following Greenstein's (1996b) method so that they had a mean of 100 and a standard deviation of 15 (to avoid creating a scale with negative values) and then summed to yield a Cronbach's α of .72. Higher values indicate a more egalitarian gender ideology. For ease of interpretation, unstandardized scores, which range from 3 to 17, are used in descriptive tables presented in this chapter. The standardized scores, which range from 228 to 395, are used in all multivariate analyses presented in subsequent chapters.

Spouses or cohabiting partners of main respondents at wave 1 were also asked to rate their agreement with the same series of questions on gender-role attitudes. Therefore, among parents of focal children who are married or cohabiting, the partner's gender ideology score is also estimated. Depending on the sex of the main respondent, these scores are coded as either *mother's gender ideology score* or *father's gender ideology score*. Parents' wave 2 gender ideology, which is used for analyses that look at parents' attitudes over time (see Chapter 6), was coded in exactly the same way using the same set of questions, as described for wave 1.

As shown in Table 3.5, there is relatively little difference in the gender ideology of mothers at wave 1 by the gender of the focal child (9.2 for mothers of focal daughters and 9.3 for mothers of focal sons). (Descriptive statistics for mothers' and fathers' wave 2 gender ideology are presented and discussed in Chapter 6, which examines change over time.) Among all partnered and partnered/intact focal children, there is some evidence that the mothers of focal sons may be slightly more egalitarian in their view of appropriate gender roles than the mothers of focal

daughters (two-tailed t-test confirms significance at the $p < .01$ level). Among partnered focal children raised in an intact family, the sample where there are also reports for fathers, mothers appear to be more gender egalitarian than fathers.

In analyses on the full sample and on all partnered focal children, I use measures of *mother's total housework time* (in hours per week) and the *percentage of mother's total housework time spent on female-typed tasks*. (This measure is constructed using the same organizing principle as described above on focal children.) In samples restricted to partnered focal children raised in an intact family, I include measures of *father's total housework time* (in hours per week) and the *percentage of total housework time completed by fathers*.

Parent's total housework time is constructed in the same way as focal children's adult housework time. That is, each main respondent at wave 1 was asked to indicate the approximate number of hours per week that he/she normally spends on the same nine discrete housework tasks as focal children. Total housework time was the sum of time reported across all nine tasks. The NSFH-1 also asked partners of main respondents to report time spent on the same nine housework tasks as children reported. Using the sex of the main respondent and the housework reports of the main respondent and their partners (where applicable), I create measures of housework that correspond to mother's and, when present, father's behavior.

Consistent with the adult focal child data, item nonresponse across the nine housework tasks for parents at wave 1 is also an issue. I use the same framework for dealing with missing information as was used on the focal child data (Greenstein 1996b; South and Spitze 1994). All parents were coded as having spent zero hours in

the activity with missing information. Unlike the NSFH-3 focal child data, main respondents at wave 1 also had the option of responding that they spent some time on the housework task, but the amount of time was unspecified. In this case, I substituted the mean value of time spent on the selected activity where the mean was taken from the universe of women and men with valid responses. A total of 138 main respondents (about 7 percent of all focal children) and 197 partners of main respondents (about 11 percent of all focal children) were imputed.

Estimates of housework for mothers and fathers at wave 2 were constructed in the exact same way as described for wave 1. Item nonresponse on housework tasks was treated in the same way. A total of 153 main respondents (about 8 percent of all focal children) and 224 partners of main respondents (about 12 percent of all focal children) were imputed.

Among all focal children and all partnered focal children, mothers at wave 1 reported spending an average of 36 hours per week on housework and about 80 percent of this time was spent on female-typed tasks (see Table 3.5). (Descriptive statistics for mothers' and fathers' wave 2 housework time are presented and discussed in Chapter 6, which examines change over time.) Mothers of partnered/intact daughters averaged about 40 hours per week on housework while mothers of partnered sons average about 34 hours per week. About 81–82 percent of mother's housework time among partnered focal children raised in an intact family is spent on female-typed tasks.

When the sample is restricted to partnered focal children raised in an intact family, we are able to observe the housework of fathers. Fathers of focal daughters

spend about 11 hours in housework whereas fathers of partnered/intact sons spend about 13. Despite the two-hour gap between female and male focal children, the difference in father's time is not statistically significant at the .05 level. Fathers of partnered/intact focal sons completed a larger portion of the total housework relative to fathers of partnered/intact daughters (29 percent versus 21 percent of total housework time). (The difference in percentages is statistically significant at the $p < .01$ level). Taken together with estimates of gender ideology, these general sample characteristics suggest that among partnered/intact focal children, the family of origin for sons was slightly more egalitarian in their gendered practices than the families of daughters.

Mother's employment status is a dichotomous variable coded one if the mother reported she was employed for pay at the time of the survey (waves 1 and 2). About 65 percent of all adult daughters had a mother employed at wave 1 compared with 64 percent of adult sons. (Descriptive statistics for mother's employment status at wave 2 are presented and discussed in Chapter 6.) Among all partnered focal children, about 67 percent of daughter's mothers and 68 percent of son's mothers were employed while about 68 percent of partnered/intact focal children's mothers were employed.

Fixed Characteristics of Focal Children's Family of Origin

Table 3.6 shows measures of mother's social, race/ethnic, and educational status at wave 1. Although previous research on the topic of intergenerational transmission has used both mothers and fathers fixed characteristics, such as educational attainment,

there is evidence that the characteristics of mothers are more robust predictors of children's outcomes, particularly among daughters (Axinn and Thornton 1992; Axinn and Thornton 1993; Goldscheider and Sassler 2006; Goldscheider and Waite 1986). Therefore, for the purposes of this research, measures of the focal children's family of origin are restricted to mother's characteristics.

Mother's mean age at focal child's birth is a continuous measure of age constructed by comparing the focal child's birth month and year to the mother's birth month and year collected at wave 1. All birthdates for focal children and mothers are self reported. As shown in Table 3.6, the average age of a mother at a focal child's birth was about 26 years of age. In 1,235 focal child cases, the main respondent at wave 1 was the mother. Among the focal children with a mother for a main respondent, 53 children (4.3 percent) were not the biological child of the mother. Therefore, the age of the mother at first birth is not an accurate representation of the exact age at which this mother would have had the child, were she the one to give birth to her/him. In the other 629 focal child cases, the father served as the main respondent at wave 1. Among the focal children with a father for a main respondent, 126 of the focal children (20 percent) were not the biological child of the father. In 15 cases, the focal child was the child of the father's cohabiting partner and in 83 cases the focal child was the step child of the father. Thus, for about 78 percent of the focal children whose main respondent father was not their biological parent (15+83/126), it is fairly reasonable to assume that the spouse/cohabiting partner present at wave 1 was the biological mother of the child and her age at first birth is an accurate

measure. In 28 cases, the focal child was adopted and so the estimate is mother's age at first birth may be somewhat less accurate.

[Table 3.6 about here]

I use three dichotomous variables to indicate mother's race/ethnicity: white, non-Hispanic (omitted category in regression analysis), black, and Hispanic origin. Mothers at wave 1 who responded they were white, non-Hispanic were coded as such. The NSFH-1 did not distinguish between being black and of Hispanic origin. Respondents who indicated they were Mexican American, Chicano, Mexicano, Puerto Rican, Cuban, or other Hispanic origin were assigned the category of Hispanic origin. There were too few American Indians, Asians, and "others" to keep as a separate analytical category (18 cases). They were assigned to the modal category white, non-Hispanic. In three cases the race of the mother was missing and unfortunately, race was not reassessed at subsequent waves. Therefore, the three missing cases were also recoded to the modal category white, non-Hispanic. Approximately 66 percent of the focal child sample has a mother who is white, non-Hispanic (see Table 3.6). About 11 percent of the sample (12 percent among daughters and 10 percent among sons) has a mother who is black. Approximately 22 percent of daughters and 23 percent of sons have a mother of Hispanic origin.

Among all partnered focal children, about 71 percent of focal children have a mother who is non-Hispanic white, about 6 percent have a black mother, and another 23 percent have a mother of Hispanic origin. Among partnered focal children raised in an intact family, 71 percent of daughters and 64 percent of sons have a mother who is white, non-Hispanic. Five percent of partnered/intact focal children have mothers

who are black. The remainder partnered/intact focal children have mothers who are of Hispanic origin (24 percent of focal daughters and 31 percent of focal sons). The small percentage of partnered/intact focal children with a black mother is somewhat consistent with what we know about black women's marital and cohabiting patterns. That is, black women are less likely to marry and are more likely to be a single mother compared with their other racial and ethnic counterparts (Casper and Bianchi 2002). This may account for the small proportion of black mothers among focal children who were raised in an intact family from birth to age 18.

The educational attainment of mothers at wave 1 is measured using a dichotomous variable *mother has a college degree or more*. The variable is constructed by using reports from main respondents and their spouse/partners on the number of years of education completed. Respondents specified either the highest elementary or secondary grade level completed, or the highest postsecondary degree level obtained from a college, university, or professional school. Main respondents and spouses who indicated that they completed at least 16 years of education were coded as having a college degree or more and assigned a value of one; all others were assigned a zero. Three main respondents (two of whom were mothers) and 220 partners (55 of whom were mothers) were missing information on years of education completed. All respondents with missing information were coded as having 12 years of education, the modal category. (It did not make a difference whether I used the modal category or the mean [approximately 13 years of education] to recode respondents with missing information. Both estimates indicated that respondents with missing information did not have a college degree.)

As shown in Table 3.6, 16 percent of the mothers of female focal children and 21 percent of mothers of male focal children had at least a college degree. Among all partnered focal children, 12 percent of daughter's mothers and 16 percent of son's mothers had a college degree. The percentage of mothers with a college degree among partnered/intact focal children was similar—16 percent of daughters and 17 percent of sons have a college-educated mother.

Mother's partner status was assessed at wave 1. Mother's who responded they were married or in a cohabiting union were coded one; single mothers were coded zero. About 74 percent of focal daughters had mothers who were married or cohabiting at wave 1 compared to 80 percent of focal sons. The estimates were similar among all partnered focal children—74 percent of daughters and 77 percent of sons had mothers who were married/cohabiting at wave 1.

Mother's religious affiliation is based on main respondent and partner reports at wave 1 to the question, "what is your religious preference?" There were 64 possible religious codes to the question on affiliation, which are presented in three groups in the NSFH. The first group, which constitutes 87.8 percent of the total wave 1 sample, was coded into one of the 11 categories based on J. Gordon Melton's typology (1977). These codes are: people with no religious preference, Roman Catholic, Jewish, Baptist, Episcopalian, Lutheran, Methodist, Mormon, Presbyterian, United Church of Christ, Protestant (no domination given), other (residual for specific churches that are not mentioned in Melton's classification). The NSFH also created a specific large church section to capture respondents who did not fall within Merton's 11 typologies but who were members of large churches (e.g., over 200,000 members

in the U.S. or appeared with at least seven cases in the General Social Survey). This section was comprised of 28 churches and accounted for 8.1 percent of all responses. The final section of codes was created by NSFH to capture rare cases of religious affiliation and group them into religious families based on Merton's family classification. This accounted for 4.1 of religious preferences. Using these codes, five dichotomous variables were created to measure mother's religious affiliation: mother is 1) Catholic, 2) Protestant (fundamentalist); 3) Protestant (nonfundamentalist); 4) of some other religious affiliation (i.e., Judaism, New Family Thought and other metaphysical religious affiliations, Islam, Hindu, Buddhist, Shinto, Taoism, general "Christian" affiliation, "Born again Christianity", Charismatic, other nonspecified); and 5) of no religious affiliation (omitted category in regression analysis). Previous research by Smith (1990) was used as a framework for distinguishing between fundamentalist and nonfundamentalist protestants and identifying and organizing large churches and rare cases into one of five religious categories used in this study. Among main respondents, 19 cases (14 of whom were mothers) were missing information on religious affiliation. The comparable number for partners of main respondents was 226 (61 of whom were mothers). In the case of these 75 mothers with missing information (14+61), 14 were coded as "other" on religion as they indicated on an additional survey question that they go to church with relative frequency. The remaining 61 mothers did not provide valid information on the frequency of church attendance. They were therefore assigned the religious preference of their partner, all of whom had valid reports on their religious preference.

The majority of focal children's mothers were either Catholic or some denomination of Protestantism (see Table 3.6). A little over one-third of all female focal children and a little more than one-quarter of male focal children were raised with a Catholic mother. Another 30 percent of focal children had a mother whose religious preference at wave 1 was fundamentalist Protestant. Approximately one-quarter of the focal children's mothers were nonfundamentalist Protestant. Very few mothers were categorized as some other religious affiliation (4 percent of female focal children and 6 percent of male focal children) and only about 7 percent of focal children were raised with a mother who had no religious affiliation.

The distributions of mother's religious affiliation among all partnered and partnered/intact were relatively similar. About 40 percent of female focal children were raised with a Catholic mother compared to 20 percent of male focal children. About 30 percent of focal children have a mother who is fundamentalist Protestant. One-quarter of daughters compared with one-third of sons have a nonfundamentalist Protestant mother. Only 3 percent of the focal children in this sample had mothers of some other religious affiliation while 3–6 percent of daughters and 9–10 percent of sons had a mother with no religious affiliation.

Two sets of variables are used to measure geographic location of the family at wave 1: region and metropolitan status. Region is a series of four dichotomous variables: northeast (omitted category in regression analyses); north central; south; and west. The NSFH-1 used a metropolitan status classification in the process of drawing the sample. Mothers who were sampled from a standard metropolitan statistical area were coded one on living in an urban area; all others were coded zero.

As shown in Table 3.6, the largest share of focal children lived in the south at wave 1 (37 percent of all daughters and 30 percent of all sons). About 16 percent lived in the northeast. Another 25–30 percent lived in the north central region of the United States and about 22–24 percent lived in the west. Approximately three-quarters (74 percent) lived in an urban area.

The distributions among all partnered and partnered/intact focal children are somewhat similar, although there are noticeable differences. The most common region of residence was the south with about one-third of partnered and partnered/intact focal children residing in this area, followed by the west and north central regions. About 26 percent of partnered daughters and 23 percent of partnered sons and 30 percent of partnered/intact daughters and 27 percent of partnered/intact sons lived in the west. Another one-quarter of partnered and/or intact daughters lived in the north central region of the United States compared with nearly 30 percent among their male counterparts. The northeast region comprised the smallest share of the distribution with 15–16 percent of partnered daughters and 13–17 percent of partnered sons. A majority of partnered focal children lived in an urban area as a child—about 70–71 percent. Partnered/intact daughters, however, were more likely to reside in an urban area as a young child than their male counterparts—71 versus 66 percent.

Contemporaneous Characteristics of the Adult Focal Children

As discussed above, there are additional factors expected to explain children's adult gender-role attitudes and housework time. Table 3.6 shows all indicators of focal

children's own adult contemporaneous characteristics measured at wave 3. Even though focal children in unions may be so with either a spouse or an unmarried partner, for the sake of simplicity and for ease of interpretation, I refer to the partners of daughters as "husbands" and the partners of sons as "wives."

Children's age is a continuous variable based on the age of the focal child at their wave 3 interview. *Relative measures of age* are used in analyses restricted to partnered focal children. These measures are comprised of three dichotomous variables based on the age of the focal child and their spouse/partner: husband is more than two years older than wife (omitted category), husband's and wife's age is within two years of each other, wife is more than two years older than husband. I also include an estimate of *focal child's mean age* to anchor the relative measures. The age focal children's spouse/partner available in the NSFH-3 is the age when the union took place. Therefore, I use the beginning date of the union along with the interview data to construct a current age of spouse/partner. In 85 cases, the partner's age of focal children in a union was missing and was therefore imputed based on the average age of spouse/partners with valid information. The regression models presented in Chapter 4 were originally specified with both focal child's age and age squared as research suggests that housework tends to peak during the middle adult years (South and Spitze 1994). However in results not shown, the addition of focal child's age squared dramatically increased collinearity. Variation inflation factors were substantially above the general threshold of 10 and the condition index was exceptionally large, suggesting that the inclusion of both terms increased the instability of the models. Furthermore, in all models, the squared age term failed to

achieve statistical significance, suggesting that a curvilinear relationship was not present. (This lack of relationship may be because the sample of focal children is largely concentrated in their young adult years; the range of ages does not span middle or later adult years when we might observe a curvilinear pattern.) Finally, the coefficients for focal child's age remained similar across models with and without age squared. Thus, the squared term was not included in any multivariate models.

As mentioned previously, focal children were about 26 years of age on average (see Table 3.7). Partnered focal children were slightly older averaging about 27 year of age among daughters and 28 among sons. Among all partnered and partnered/intact children, more than half of the daughters and about 35 percent of the sons were in a union where the husband was older than the wife by at least 2 years. About one-third of daughters and about 41–44 percent of sons had a spouse/partner of similar age (i.e., birth date within 2 years of each other). Partnerships where the wife was older by at least two years was the smallest share of the distribution constituting 9 percent of partnered daughters and 12 percent of partnered/intact daughters' unions and 22 percent of partnered and partnered/intact sons' unions.

[Table 3.7 about here]

Focal children's partner status at wave 3 is captured by three dichotomous variables based on two survey questions asking the respondent to identify their current marital and cohabiting status: focal child is married; focal child is cohabiting; focal child is single (omitted category in regression analyses). Focal children who responded they were married were coded one on being married; all others were coded zero. Focal children who were not married, but reported to be in a current cohabiting

union were coded one; all others were coded zero. Finally, focal children who responded they were separated, divorced, widowed, or never married and who did not report being in a cohabiting union were coded as being single; all others were coded zero. In results not shown here, I experimented with an alternate specification of single distinguishing never married from formerly married focal children. Given that the focal children at wave 3 are still relatively young, very few have experienced a marital dissolution—eight percent of single focal children (72 single and formerly married focal children / 885 total single focal children). This group is considered too small to be considered separately.

The most common partnership status among all focal children is being single—a full 44 percent of daughters and 59 percent of sons were not in a marital or cohabiting union at wave 3 (see Table 3.7). The remainder of focal children were partnered with about 40 percent of daughters and 27 percent of sons responding they were married and 16 percent of daughters and 13 percent of sons reporting being in a cohabiting union. Among all partnered focal children, about three-quarters of daughters are married with the remaining in cohabiting unions. About two-thirds of partnered sons are married and one-third are cohabiting. Among partnered/intact focal children, the majority are married versus cohabiting—75 percent of daughters and 70 percent of sons report being married.

Parental status is assessed using four continuous variables: number of children age 0 to 4; number of children age 5 to 11; number of girls age 12 to 18; and number of boys aged 12 to 18. Girls aged 12 to 18 are counted separately from boys because research indicates that the effect of girls on housework may differ from that of boys

with girls creating less housework (or performing more) relative to their male counterparts (Goldscheider and Waite 1991). Measures of children were constructed by counting the number of own children present in the focal child's adult household at wave 3.

Overall, 47 percent of focal daughters have an own child in the household at wave 3 and a majority of these are mothers of young children under age 5 (see Table 3.7). Focal sons are less likely than their female counterparts to be a parent with only 26 percent having an own child under age 19 present at wave 3 with 19 percent having a very young child under age 5. Not surprisingly, parenthood is more common among partnered focal children—particularly those raised in an intact family and this is most likely a function of their older ages and the fact that they are in a partnership. About 65–68 percent of partnered daughters and 55–56 percent of partnered sons are parents. Half of partnered daughters and 55 percent of partnered/intact daughters have a young child at home. Among sons the comparable figures are 43 percent among all partnered and 46 among sons who are partnered and raised in an intact family. Given that the sample of focal children is relatively young and it is somewhat early on in their family formation years, it is not surprising that focal children are more likely to have children under age 5 than at any other age.

Focal children's *years of education* is a continuous measure based on the number of years completed at wave 3. In analyses restricted to partnered focal children, I include a series of four dichotomous variables capturing relative measures of education: both wife and husband are college educated, neither wife nor husband are college educated, wife is college educated/ husband is not, and husband is college

educated/wife is not (omitted category in regression analysis). I also include focal child's years of education to anchor the relative measures. In 94 cases, the education of the spouse/partner was missing. Focal children with missing partner information were imputed using the mean year of education completed among spouse/partners with valid information.

Among all focal children, daughters have about 13.4 years of education, on average, and sons have about 13.1 (see Table 3.7). Daughters are more likely to have a college degree than sons—24 percent versus 18 percent. The average amount of education among all partnered focal children is about 13.4 years for daughters and 13.3 years for sons. About one-quarter of both partnered daughters and sons are college- educated. Partnered focal children raised in an intact, two-parent family average about 13.6–13.9 years of education. Approximately one-third of partnered/intact daughters (33 percent) and sons (31 percent) have a college degree at wave 3.

Among partnered focal children, the most common partnership is one where neither the husband nor the wife have a college degree—accounting for about two-thirds of all partnered daughters and sons, 54 percent of partnered/intact daughters, and 58 percent of partnered/intact sons. About 14 percent of partnered daughters and 18 percent of partnered sons are in unions where both partners have a college degree. The percentages are slightly higher when we restrict to partnered/intact focal children with 20 percent of partnered/intact daughters and 22 percent of partnered/intact sons are in unions where both partners have a college degree. The remainder of the distribution is split somewhat evenly among daughters with 10 percent of all

partnered and 13 percent of partnered/intact daughters in partnerships where the wife has a college degree, but the husband does not. Another 9 percent of partnered and 13 percent of partnered/intact daughters are in unions where the husband has a college degree, but the wife does not. The distribution is similar among sons.

Focal children's employment status is constructed from detailed work-history data tracking employment start and stop dates. Focal children currently working for pay are coded as being employed. In the case of one focal child, no employment history information was available and so this case was coded to zero. As shown in Table 3.7, about 74 percent of daughters and 82 percent of sons were employed at wave 3. Among all partnered focal children, the comparable percentages were slightly higher—77 percent for daughters and 95 percent for sons. Among partnered/intact focal children, 78 percent of daughters and 96 percent of sons were employed.

Focal children's usual work hours are created using responses to three questions on the NSFH-3: How many hours did you work last week?; Is this the number of hours that you usually work?; How many hours do you usually work? In the case of 46 focal children (2.5 percent of the total sample), usual work hours could not be determined (i.e., focal children provided valid information on hours worked last week and indicated these were not their usual work hours, but were missing information on the third question asking for usual hours worked per week). These focal children were assigned a value for work hours based on the average work hours of female and male focal children (with valid information on usual hours worked) with and without a college education. Adult daughters averaged about 27 hours per week on work while adult sons averaged 36 hours per week (see Table 3.7).

Among partnered focal children, work hours were slightly higher with about 29 hours per week among all partnered and partnered/intact daughters and 42 hours per week among all partnered and 43 hours per week among partnered/intact sons. For partnered focal children, I also include a measure of the partner's usual work hours. The measure of work hours of a partner is constructed from the focal children's response to the following question, "How many hours a week does your (husband/wife/partner) usually work for pay?" In 17 cases (about 2 percent of all partnered focal child), the focal child did not provide any information on their partner's usual work hours. These 17 cases were assigned a value on usual work hours based on the sample mean for daughters and sons with and without a college degree.

As shown in Table 3.7, partnered and partnered/intact daughters worked about 29 hours per week and this estimate was similar for the wives of partnered sons raised with and without intact status. Likewise, partnered and partnered/intact sons worked about 42–43 hours per week, slightly higher but fairly similar to the reported work hours of husbands of partnered and partnered/intact focal daughters (40 and 41 hours per week, respectively).

In order to assess the role of relative resources on women's and men's housework patterns, I use the wage-and-salary income of focal children and their partners to construct two measures: *husband's wage-and-salary income*; and *wife's proportion of couple's income*. These measures are based on focal children's responses to the following questions: "Over the last 12 months, about how much income did you receive from wages, salaries, commissions, and tips, before taxes and

other deductions? Also include any net income from self-employment that you received.”; and “Over the last 12 months, about how much income from wages, salaries, commissions, and tips did your (husband/wife/partner) receive, before taxes and other deductions? Also include any net income from self-employment that (he/she) received.” In 171 cases (about 9 percent of the total sample), focal children did not report their own wage-and-salary income and in 128 cases they did not report the income of their partner (7 percent of the total sample and 13 percent of the partnered sample). All missing information was assigned a value based on the sample means for women and men with and without a college degree. An imputation flag was created for inclusion in multivariate regression models. Wage-and-salary income was inflated to 2008 dollars using the Consumer Price Index for all urban consumers (CPI-U.) In multivariate analyses, husband’s income is logged to correct the skewed distribution.

As show in Table 3.7, the average wage-and-salary income (expressed in 2008 dollars) of husbands among all partnered focal children (including those with imputed values) was \$46,267 for the husbands of daughters and \$45,195 for sons. These estimates did not differ considerably from husband’s average wage-and-salary income among partnered focal children with imputed cases omitted (\$46,361 for husbands of daughters and \$47,110 for sons). The proportion of couple income provided by the wife is similar for female and male partnered focal children—35–36 percent for daughters and 36–38 percent for sons.

Analysis Plan

The purpose of this dissertation is to assess the intergenerational transmission of gendered attitudes and behavior from parents to children. The analytic chapters are organized so as to document the contours of parental transmission focusing on parent's behavior within and across time. The first analysis chapter documents variation in focal children's gender-role attitudes and housework time at wave 3 by parents' gender-role attitudes and housework behavior, mother's fixed characteristics at wave 1, and focal children's adult contemporaneous circumstances measured at wave 3 (Chapter 4).

The second analysis chapter examines whether correspondence in maternal gendered attitudes and housework behavior and mother-father discordance in gender ideology measured at wave 1 account for variation in children's adult gender ideology and housework time measured at wave 3 (Chapter 5). Specifically, this chapter examines whether maternal gender stereotypical attitudes and behavior observed at wave 1 are consistent and how (in)consistency between attitudes and behavior are associated with focal children's subsequent gender-role attitudes and housework behavior in adulthood. Furthermore, this chapter considers whether mother and fathers espouse similar ideas about the roles of women and men and how mother-father discordance is associated with focal children's adult gendered outcomes.

The final analysis chapter uses observations of mother's gender-role attitudes and housework behavior from waves 1 and 2 to examine how "early" and "later" exposure to sources of maternal influence are associated with children's gender attitudes and behavior in adulthood at wave 3. This chapter also considers the degree

to which mother's gender-role attitudes and housework behavior change between waves 1 and 2 and how this change is associated children's subsequent gendered outcomes in adulthood.

Results in each chapter are organized around two main sets of outcomes: gender-role attitudes and measures of housework. These are the best measures available in the NSFH and provide the greatest insight into focal children's ideas about and the roles of women and men and how they invoke gender-stereotypical roles in their everyday lives.

Chapter 4 examines the relationship between sources of parental influence (observed at Wave 1) and children's adult gender ideology and housework behavior (observed at Wave 3)—focusing on each outcome separately. This chapter focuses on three main analytic samples: all focal children, partnered focal children, and focal children who are partnered and were raised in an intact family from birth to age 18. The analytic strategy for each of the samples is similar. First I examine the bivariate relationship between mother's gender ideology and housework time and daughter's and son's gender ideology and housework time using sample means and correlation coefficients.

Results from OLS regression are presented to assess, in a multivariate context, the predictors of children's adult gender ideology and housework time. A series of nested models are estimated that include measures of mother's gendered attitudes and behaviors, mother's wave 1 characteristics, and focal children's own adult characteristics in order to observe how the three sets of predictors are associated with focal children's adult gendered outcomes.

The same analytic strategy is used to examine all focal children in marital or cohabiting unions and partnered focal children raised in an intact, two-parent family. These analyses, however, also include focal child's percentage of couple's total housework as an additional outcome of interest. This measure is considered a better indicator of focal children's gendered behavior than total housework time as it captures how housework is divided between partners. Finally, among partnered focal children living in an intact family, analyses also include measures of father's gender ideology and housework. Using father's information provides a better indicator of whether the parents of focal children were more or less gender specialized in their attitudes and behavior. That is, the predictive value of mother's total housework as an expression of gender is muddled by the fact that this behavior might also be transmitting ideas about standards of cleanliness. Having both a mother's and father's information is a superior model of gendered behavior in the family of origin in that it allows one to assess the degree to which fathers contributed to the total amount of housework within the family. The assumption here is children who grew up in families where fathers did a smaller share of the housework witnessed parents modeling less egalitarian and more traditional gender roles and may therefore express more traditional gender-specialized housework behavior themselves within their own partnerships in adulthood.

Chapter 5 examines in greater detail the contours of parental influence on children's adult outcomes. Specifically, this chapter examines whether 1) children's adult gendered attitudes and housework behavior vary when consistency between a mother's gendered attitudes and behavior varies; and 2) the degree to which mother-

father discordance in gender-role attitudes has implications for children's gendered outcomes in adulthood.

This chapter first considers a mother's attitude-behavior consistency. Focusing on mother's attitudes and housework time observed at wave 1, consistency between a mother's gender ideology and housework time is assessed by comparing the relative egalitarianism of mothers to how much time they spent in housework. In order to create groups of somewhat equal size, focal children with mothers whose gender ideology scores were at or above the sample average (i.e., mothers with more liberal attitudes toward the roles of women and men) are coded "egalitarian." All other focal children are coded as having a mother with a "traditional" gender ideology. Focal children who had mothers with housework at or below the sample average are coded as having "low housework time." All other focal children are coded as having mothers with "high housework time."

In comparing a mother's gender ideology and housework time, focal children were assigned as having a mother who had 1) egalitarian gender ideology and low housework time; 2) egalitarian gender ideology and high housework time; 3) traditional gender ideology and low housework time; and 4) traditional gender ideology and high housework time. Low housework time is assumed to be an expression of more egalitarian behavior while high housework time is thought to be an expression of more traditional behavior. Thus, focal children with mothers who had either an egalitarian gender ideology matched with low housework time (group 1) or a traditional gender ideology matched with high housework time (group 4) are assumed to have been exposed to a more consistent message about the roles of

women and men (i.e., their mother's gender ideology and housework corresponded) compared to groups 2 and 3.

The first part of the analysis, which focuses on all focal children, describes the percentage distribution of focal children by the mother's gender-role attitudes and housework correspondence. The bivariate relationship between mother's correspondence typologies and focal children's gender ideology and measures of housework time are presented using sample means and two-tailed t-tests for difference.

Results from OLS regression are presented to assess, in a multivariate context, whether measures consistency in maternal attitudes and behavioral are significant predictors of children's adult gender ideology and housework time. A series of nested models are estimated that include measures of mother's gender ideology-housework typologies, mother's wave 1 characteristics, and focal children's own adult characteristics in order to observe whether the effects of mother's correspondence remain significant and robust when additional covariates are added to the model. Separate OLS models are presented for predicting children's adult gender ideology and housework time among all focal children.

The same analytic strategy is used to examine all focal children in marital or cohabiting unions and partnered focal children raised in an intact, two-parent family. These analyses, however, also examine whether measures of mother's gender ideology and housework consistency predict focal child's percentage of couple's total housework.

The second part of this chapter considers whether correspondence between a mother's and father's gender ideology influences the process of transmitting gender-role attitudes and housework behavior to children. Measures of (dis)agreement are created by comparing the gender ideology scores of mothers to those of their spouse/partners. Using the sample mean for mother's and father's gender ideology scores, both sets of parents are assigned as being either egalitarian or traditional in their attitudes about women's and men's roles. That is, if a mother's (or father's) score was at or above the sample mean, they were assigned as "egalitarian." All other scores that fell below the sample mean were assigned "traditional." In comparing mothers and fathers as being either more or less egalitarian, four typologies were created to categorize focal children's parents: 1) mother egalitarian/father egalitarian; 2) mother egalitarian/father traditional; 3) mother traditional/father egalitarian; and 4) mother traditional/father traditional.⁷ Because this section considers both mothers' and fathers' gender ideology scores, all analyses are restricted to partnered focal children raised in an intact, two-parent family who therefore have valid information for both sets of parents.

First, the percentage distributions of partnered/intact focal children by measures of mother-father gender ideology correspondence are presented. The bivariate relationship between mother-father correspondence and partnered/intact

⁷ An alternative typology schema was specified which included both the mother's and father's gender ideology as well as the father's percentage of total housework. That is, families where father's contribution to the total housework was above the sample mean were coded as egalitarian and this third criteria was used as an additional factor in characterizing mother's and father's gendered attitudes and behavior as either corresponding or differing. This resulted in eight discrete typologies. Results from analyses using this 8-category specification did not depart from what is reported in Chapter 5. Because the results did not differ dramatically by either specification, results using the four discrete categories are presented for ease of interpretation.

focal children's gender ideology, housework time, and percentage of couple's total housework are presented using sample means and two-tailed t-tests for difference.

Results from OLS regression are presented to assess, in a multivariate context, whether measures of a mother-father gender ideology correspondence are significant predictors of partnered/intact focal children's adult gender ideology and housework behavior. A series of nested models are estimated that include measures of mother-father correspondence typologies, mother's wave 1 characteristics, and focal children's own adult characteristics in order to observe whether the effects of mother-father correspondence remain significant and robust when additional covariates are added to the model. Separate OLS models are presented for predicting children's adult gender ideology, housework time, and partnered/intact percentage of couple's total housework—the three main outcome variables of interest.

Chapter 6 examines the timing of parental effects—assessing whether early or later exposure to parent's gendered attitudes and behavior is associated with children's own gendered attitudes and housework behavior in adulthood. Observations of mother's gender-role attitudes and housework time at wave 1, when children were between the ages of 2 and 11, are considered measures of “early” exposure while observations taken at wave 2, when children were between the ages of 10 and 17, are considered measures of “later” exposure. The second part of the chapter focuses on consistency over time and examines whether change in a mother's attitudes and behaviors between waves 1 and 2 disrupts the process of transmission or whether this process is impervious to change.

In the first part of the chapter, the sample is restricted to all young focal children with a mother present at the first and second waves of data collection. The chapter first describes the analytic sample used for examining change in mother's attitudes and behavior across time. Means and percentage distributions across key sample characteristics of focal children are presented in order to assess sample selection bias. Estimates of mother's wave 1 and 2 gender ideology and housework time and employment status are also presented.

OLS regression models are estimated to assess, in a multivariate context, whether measures of a mother's early and later gendered attitudes and behavior are significant predictors of children's adult gender ideology and housework time. The models are estimated with the objective of first assessing the relative influence of the three main sources of maternal influence: gender ideology, housework time, and maternal employment that are observed at two points in time. Next, a series of nested models are estimated that include earlier and later measures of maternal influence, mother's wave 1 characteristics, and focal children's own adult characteristics. These models are estimated to test whether the effects of early and late sources of maternal influence remain significant and robust after additional covariates are added to the model. Separate OLS models are presented for predicting children's adult gender ideology and housework time among all focal children. The same analytic strategy is used to examine all focal children in marital or cohabiting unions. These analyses, however, also examine whether early and late maternal influence predicts partnered focal child's percentage of couple's total housework.

The second part of the chapter focuses on measures of consistency in a mother's gender ideology and housework time across waves 1 and 2. Measures of consistency are constructed by classifying a mother's gender ideology as either egalitarian or traditional and housework time as either low or high at both waves 1 and 2. As in Chapter 5, mothers whose wave 1 and wave 2 gender ideology scores were at or above the sample mean were classified as "egalitarian;" all others were coded as "traditional." Mothers with housework at or below the sample mean were coded as having "low housework time;" all others were coded as having high housework time. Typologies of consistency were constructed by comparing measures from waves 1 and 2.

In this section, the distribution of focal children by measures of mother's gender ideology and housework trajectories are presented. The bivariate relationship between measures of mother's consistency and focal children's gender ideology and housework time are presented using sample means and two-tailed t-tests for difference.

OLS regression models are estimated to assess, in a multivariate context, whether measures of a mother's gender ideology and housework consistency are significant predictors of children's adult gender ideology and housework time. A series of nested models are estimated that include mother's gender ideology and housework trajectories, mother's wave 1 characteristics, and focal children's own adult characteristics. These models are estimated to test whether the effects of maternal consistency (or inconsistency) on children's subsequent gender ideology and housework time remain significant and robust after additional covariates are added to

the model. Separate OLS models are presented for predicting children's adult gender ideology and housework time among all focal children. The same analytic strategy is used to examine all focal children in marital or cohabiting unions and also include a third outcome of interest: partnered focal child's percentage of couple's total housework. The sample size of partnered focal children raised in an intact, two-parent family are too small to consider separately (122 total partnered/intact focal children of which 76 are daughters and 46 are sons). Hence, analyses that assess changes in father's gendered attitudes and housework behavior across time are not included.

Summary

The aim of this dissertation is to assess the strength of the relationship between parental gender ideology and gender division of housework and adult children's gender ideology and time in housework. The first analytic chapter (Chapter 4) describes the relationship between sources of parental influence (observed at Wave 1) and children's adult gender ideology and housework behavior (observed at Wave 3)—focusing on each outcome separately. This chapter focuses on the three main competing explanations hypothesized to be associated with children's adult gender-role attitudes and housework behavior: 1) social learning in childhood; 2) socioeconomic and status similarity; and 3) children's own adult circumstances—examining the relative contribution of these three sets of predictors in explaining variation in focal children's gendered outcomes.

The two remaining analytic chapters (Chapters 5 and 6) examine the contours of parental influence. First, a mother's correspondence in gendered attitudes and

behavior measured at wave 1 and measures of mother-father concordance are assessed to determine whether they are associated with children's adult gender ideology and housework time measured at wave 3 (Chapter 5). Next, both the timing of maternal effects as well as measures of consistency over time in mother's gender ideology and housework behavior are examined.

All analytic chapters present results for all focal children's gendered attitudes and housework time. Analyses are further restricted to partnered focal children in order to assess a more refined measure of gender-stereotypical behavior: focal children's percentage of couple's total housework. Finally, when sample sizes permit, additional analyses are restricted to partnered focal children raised in intact, two-parent families in order to examine both mother and father effects on children's subsequent gendered outcomes.

Chapter 4: Variation in Children's Adult Gendered Outcomes: The Relative Importance of Parents and Children's Own Adult Characteristics

Introduction

This is the first of three chapters that explore how beliefs about women's and men's gender roles and gender stereotypical behavior is shaped. Most parents hope that what they do "sticks" with their children as they grow, and to some degree, I find results consistent with this idea. However, as the results presented in this chapter indicate, this process is complex and under certain circumstances, children's current adult roles trump early parental influence.

The aim of this chapter is to examine the relative contribution of each of the three main frameworks in explaining children's gendered attitudes and behavior as adults. It addresses the following questions:

- To what extent is parental socialization in the form of parents' housework behavior and gender-role attitudes associated with children's adult housework behavior and attitudes?
- To what extent are mother's demographic and socioeconomic characteristics, such as their marital status, ethnic and racial background, education, religious affiliation, and geographic location associated with children's adult gendered behavior and attitudes?

- To what extent is a child's own adult contemporaneous circumstances, such as their educational attainment, marital status, parental status, etc. associated with their gendered behavior and attitudes in adulthood?
- Is there a direct relationship between parents' gendered behavior and attitudes and children's adult gendered behavior and attitudes, all things equal?

Explaining Variation in Children's Gender Ideology and Housework Time: Do Mothers Matter?

Table 4.1 shows average gender ideology scores and housework time for all focal daughters and sons by whether their mother's own gender ideology and housework time can be classified as egalitarian or traditional. For the purposes of description, mother's gender ideology and housework time are coded into categorical variables with two values indicating more or less egalitarian attitudes or behavior. For example, higher maternal gender ideology scores indicate more egalitarian ideas about women's and men's roles. In order to flag focal children with the most egalitarian mothers, maternal gender ideology scores at or above the sample average are coded as "egalitarian" while all other scores are coded as "traditional." The housework time of mothers is categorized in a similar way. Here, however, high housework time is thought to be an expression of more traditional behavior while less housework is thought to be an expression of more egalitarian behavior. Therefore, maternal housework time at or below the sample average are coded as having "low" housework time. All other mothers are coded as having "high" housework time.

Total housework time is an imperfect measure of the degree to which mothers are modeling gender stereotypical behavior, which is why in later analyses the housework of both mothers and fathers is used to better assess gender-role specialization. Maternal employment status at wave 1 is also used as an indicator of whether a mother modeled more or less egalitarian behavior when the focal child was young.

[Table 4.1 about here]

The results in Table 4.1 indicate that there are significant differences in the gender ideology scores of focal children by the gender ideology scores of their mothers and these differences are in the expected direction. That is, adult daughters whose mothers were more egalitarian in their gender-role attitudes are themselves more egalitarian, with a score of 11.2, relative to daughters whose mothers were more traditional (score of 10.2). Likewise, sons whose mothers were more egalitarian are also more egalitarian compared to their counterparts (score of 10.4 versus 9.4). Differences in focal children's gender ideology by the housework time of mothers suggest that sons with mothers who modeled low housework time tend to have more egalitarian gender-ideologies compared to sons with more traditional mothers (10.1 versus 9.6). There is no difference in the gender ideology of daughters by maternal housework time. Finally, both daughters and sons with employed mothers tend to have more egalitarian gender-role attitudes relative to their counterparts with nonemployed mothers (see Table 4.1).

Although the housework time of daughters by the gender ideology of mothers is consistent with what we might expect, i.e., having an egalitarian mother is associated with less housework as adults, the differences are not significant. The same

holds for sons. Sons, however, with mothers who did low amounts of housework when they were young do less housework as adults than their counterparts with mothers who had high housework time. Neither of the differences in housework time among daughters or sons by the employment status of mothers is statistically significant.

Table 4.2 shows zero-order correlation coefficients between the main independent variables in this study (mother's wave 1 gender ideology and housework time, mother's fixed characteristics observed at wave 1, and focal children's own adult characteristics) and focal children's adult gender ideology and total housework time measured at wave 3. The results provide preliminary evidence that a mother's behavior and characteristics as well as children's own adult characteristics are significantly related to children's orientations toward gender in adulthood. That is, consistent with results in Table 4.1, the correlations indicate that mother's gender ideology and employment status are significant and positive predictors of focal children's own gender ideology in adulthood. A mother's housework time is negatively associated with a daughter's gender ideology but appears to have no relationship with a son's gender ideology.

[Table 4.2 about here]

Unlike the bivariate associations shown in Table 4.1, the gender ideology of mothers is correlated with a daughter's housework time: more gender egalitarian attitudes among mothers is associated with fewer housework hours among daughters. This relationship is nonexistent among sons. Maternal housework time is positively correlated with both daughter's and son's housework time suggesting that the more

housework mothers do, the more their children do. Mother's employment appears to have no relationship with children's housework time as adults.

Mothers' wave 1 characteristics and focal children's own contemporaneous circumstances correlate with children's adult gender ideology and housework time—although the relationship differs across measures and between daughters and sons. For example, having a mother who is black, non-Hispanic, college-educated, nonfundamentalist Protestant, with no religious affiliation (daughters only), lives in the northeast, or lives in an urban area (sons only) is associated with a more egalitarian gender ideology among adult focal children. Having a mother of some other race/ethnicity, who is fundamentalist protestant, or who lives in the south (suggestive among daughters only) is associated with less egalitarian gender-role attitudes among focal children.

Focal children's gender ideology also correlates with their own adult characteristics. Cohabiting or being single, being college educated, being employed (daughters only), and having longer work hours (daughters only) are all associated positively with focal children's egalitarian gender ideology. On the other hand, being married, having small children under age 5, children age 5 to 11 (daughters only), and higher housework time (daughters only) are all associated with less egalitarian gender-role attitudes among focal children.

The housework time of focal children is significantly correlated with some of a mother's wave 1 characteristics, but nearly all of the focal children's own characteristics. Having a mother who is black, non-Hispanic (sons only) or of some other race, Catholic (sons only) or fundamentalist Protestant (daughters only), or who

lives in the south are all positively associated with focal children's housework time. On the other hand, having an older mother at birth (daughters only), a mother who is white, non-Hispanic, college educated, nonfundamentalist Protestant (daughters only) or of some other religion (sons only), or who lives in the northeast or urban area (sons only) is negatively associated with focal children's housework time.

The correlation coefficients from children's own adult characteristics indicate that assuming family-related roles is associated with increased housework time. For example, being older, married, having more young (age 0–4) and adolescent (age 5–11) children, as well as girls age 12–18 (daughters only) and boys age 12–18, and being employed (sons only), and longer work hours (sons only) are associated with higher housework time among focal children. Being single, college educated, or among daughters only, being employed, working longer work hours, having a more egalitarian gender ideology are negatively associated focal children's housework time.

The results presented in Tables 4.1 and 4.2 only consider the bivariate associations between variables. Table 4.3 shows OLS regression coefficients for daughters and sons adult gender ideology at wave 3, respectively, regressed on maternal gendered ideology, housework time, and employment measured at wave 1. Models 1–3 show the bivariate relationship between a daughter's and son's gender ideology and measures of mother's gendered practices. Model 4 shows the gender ideology outcomes for daughters and sons regressed on all three measures of mother's gendered practices simultaneously. All models in Table 4.3 are unadjusted for other family characteristics and children's own demographic characteristics as adults.

Independently, the results from the first three models show that all three factors predict daughter's gender ideology, but they explain a small portion of the variation with an adjusted R-squared ranging from zero to five percent. That is, the bivariate relationships suggest that more egalitarian mothers have more egalitarian daughters. Mother's total housework at wave 1 is negatively associated with an adult daughter's gender ideology—i.e., more housework is associated with more conventional gender-role attitudes. Maternal employment appears to be associated with more gender egalitarianism among daughters. When the three factors of maternal influence are considered simultaneously (Model 4), the results indicate that mother's gender ideology and maternal employment are significantly associated with a daughter's adult gender ideology, although the low R-squared of 0.06 suggests that very little of the variation is explained by the variables in the model.

[Table 4.3 about here]

Among sons, there is a significant and positive bivariate relationship between mother's gender ideology and a son's gender ideology—egalitarian mothers have egalitarian sons (see Table 4.3). Mother's employment status is also positively associated with a son's gender ideology, suggesting that sons who grew up with employed mothers may be more egalitarian than sons with a stay-at-home mom. When all three measures are controlled simultaneously, only mother's gender ideology remains positively and significantly associated with a son's own gender ideology in adulthood. As with daughters, the R-squared is relatively low at 0.06.

Table 4.4 presents coefficients for daughter's and son's gender ideology adjusted for mother's additional characteristics observed at wave 1 and children's

own adult characteristics measured at wave 3. Model 1 shows focal children's gender ideology when all three measure of mother's gendered practices are in the model (i.e., Model 4 from Table 4.3). Model 2 controls for mother's additional characteristics and Model 3 is the full model and includes measures of children's own adult characteristics and. The results from Model 2 show that mother's race, religion, and residential characteristics are associated with daughter's orientations toward gender, with an increase in R-squared by 50 percent 0.06 in Model 1 to 0.09 in Model 2. Model 3, which includes measures of children's wave 3 adult characteristics, shows that a daughter's parental status, hours worked, and own housework time are associated with her ideas about women's and men's gender roles. The R-squared increased from 0.09 to 0.15, suggesting that the inclusion of a daughter's own characteristics increased the explained variance by 6 percentage points.

[Table 4.4 about here]

The results reported in Model 3 indicate that a mother's gender ideology and employment status remain significantly and positively associated with a daughter's gender ideology controlling for other important covariates. The size of the coefficient for mother's gendered ideology and the strength of the association remains consistent across models. The coefficient on mother's employment increases in both size (albeit, a small increase) and strength across models, indicating that daughters with employed mothers are more egalitarian as adults compared with their counterparts who had a nonemployed mother when they were young. Having a black mother is positively associated with a daughter's egalitarian gender ideology, even after controlling for other covariates. Being raised with a fundamentalist Protestant mother or a mother of

some other religion is associated with a less gender egalitarianism among daughters compared to being raised with a mother with no religious affiliation and this relationship remains significant in the full model.⁸ Daughters raised in the north central regions of the United States may be less egalitarian than their counterparts raised in the northeast. More years of education predicts greater egalitarianism among daughters, although the relationship is suggestive of significance with a p-value of <0.1. Young children at home are associated with less egalitarianism among daughters while there is some evidence that having a teenage daughter is associated with a more egalitarian gender ideology. More hours worked is associated with greater egalitarianism among adult daughters while those with high housework time tend to be less egalitarian, all things equal.

Among sons, the results from Model 3 show that maternal gender ideology remains a strong and consistent positive predictor of a son's gender ideology. More gender egalitarian mothers raise more gender egalitarian sons, all things equal. Having a mother of Hispanic origin, or who is Protestant fundamentalist, or of some other religion is associated with less egalitarianism among sons. Yet, even after controlling for religious affiliation, which theoretically could transmit values and ideas about the roles of women and men, a mother's gender ideology still appears to be consistently and significantly associated with the adult sons' gender ideology. Married sons are less egalitarian than their counterparts who are single. Education is positively associated with gender ideology suggesting that focal sons with more

⁸ The religious affiliation of focal children in adulthood was also included in models predicting gender ideology and housework time. The results (now shown) indicate that including children's own religious affiliation in adulthood does not change the size of the coefficients or the significance of the relationships estimated in the models. Therefore, this measure is not included.

education have more egalitarian views of women and men. Taken together, the total explained variation in an adult son's gender ideology is 0.11. The change in R-square across the three models suggests that mother's own gendered attitudes and behavior account for about half of the explained variance.

Tables 4.5 shows OLS regression coefficients for models predicting focal children's total housework time regressed on mother's gendered ideology, maternal housework time, and maternal employment. Models 1–3 show the bivariate relationship between daughters' and sons' housework time and measures of a mother's gendered attitudes and gendered practices. Model 4 shows the coefficients for focal children's housework time regressed on all three measures simultaneously. All models in Table 4.5 are unadjusted for other family characteristics or children's own demographic characteristics as adults.

In the bivariate, mother's gender ideology is negatively associated with a daughter's housework time. Maternal housework time is positively associated with a daughter's housework time, suggesting that the more housework a mother does, the more a daughter does. Mother's employment is not related to daughter's housework time. Only a mother's gender ideology remains significant when all three measures are included in the model, suggesting that more egalitarian mothers have daughters who do less housework, on average, than daughters with more traditional mothers. The explained variance is very low with an R-squared of 0.01.

Among sons, the bivariate relationship is different compared with daughters. Mother's gender ideology is not associated with focal son's adult housework time. Rather, a mother's housework time positively predicts her son's adult housework time

and this relationship remains significant when all three measures are included in the model (see Model 4). However, like daughters, a mother's gendered attitudes and behavior explain very little of her son's housework behavior (R-squared of 0.01).

[Table 4.5 about here]

Table 4.6 shows the OLS coefficients for daughter's and son's housework time regressed on mother's wave 1 characteristics and adult focal children's own wave 3 characteristics. The relationship between mother's gender ideology and daughter's housework time remains significant even with the inclusion of mother's additional wave 1 characteristics (see Model 2). In Model 2 a mother's age at the birth of her daughter and education are negatively associated with a daughter's housework time suggesting that daughters whose mothers were older at the time of their birth and college educated do less housework than their counterparts with younger mothers who do not have a college degree. Being raised in the south is associated with higher housework time among focal daughters relative to those raised in the northeastern region of the U.S.

[Table 4.6 about here]

Very little, if any, of daughter's housework time is explained by their mother's gendered ideology and behavior and other wave 1 characteristics (R-squared of 0.03). It is only when daughter's own adult circumstances are added to the model (see Model 3) that we observe a large jump in the amount of explained variance (R-square increases from 0.01 in Model 1 to 0.33 in Model 3). With the exception of region of residence, the results from Model 3 indicate that the predictive value of mother's characteristics disappears. The adult characteristics of daughters are

significant predictors of their housework time. Being older, married, cohabiting, and having young children under age 12 or a boy aged 12–18 are all strongly and positively associated with focal daughters' housework time. More years of education is associated with fewer hours spent in household labor as is having a more egalitarian gender ideology. Standardized coefficients (not shown) reveal that the variables with the most effect on daughter's housework time are the number and age of children age 0–11.

In predicting son's housework, mother's and son's own characteristics each explain similar amounts of the variation in son's housework (see Table 4.6). That is, mother's age at the birth of the focal child, race/ethnicity, education, religion, and region of residence explain about eight percent of the variation observed in son's housework time while their own characteristics explain about seven percent. The R-squared on the full model is 0.16—seven percentage points higher than Model 2 which only includes mother's gendered ideology and behavior and wave 1 characteristics. As Model 3 shows, very few of the associations between maternal factors and son's housework time change with the addition of a son's own characteristics. Having a black or Hispanic mother has a significant and sizable positive association with son's housework time. Compared with their white counterparts, sons of black mothers do about 6 hours more housework per week while sons with mothers of Hispanic origin do about five hours more per week.

Even after controlling for important covariates, sons with a Catholic mother do significantly more housework than sons whose mothers have no religious affiliation (see Model 3). Sons who were raised in the south do more housework, on

average, than sons raised in the northeast. In addition, adult sons raised in a metro area spend fewer hours on housework relative to their counterparts raised in nonurban areas. The only factors from a son's own adult circumstances that appear to matter are his age, his years of education, and the number of own children age 5 to 11. A one year increase in age is associated with about a half hour increase in housework time. Each year of education is associated with about one hour less of housework. An increase in the number of children aged 5–11 is associated with spending about 3 more hours per week in housework time compared to their counterparts with fewer or no children aged 5–11. Finally, the relationship between a mother's housework time at wave 1 and a son's housework remains significant and positive, suggesting that mothers who do large amounts of housework raise sons who do more housework relative to sons with mothers who do fewer housework hours.⁹

Taken together, the multivariate results appear to support the relationships we observed in the bivariate. That is, among all focal children, there is evidence that a mother's gender ideology and employment status are associated with children's own gender ideology in adulthood. Although not observed in the bivariate relationship, the results also suggest that more housework a mother does, the more a son does, all things equal. Yet little else about a mother's gendered attitudes or behaviors appears

⁹ In results not shown, multivariate regression models were estimated for daughters and sons to assess whether the percentage of a mother's housework that is female typed is associated with a focal children's total housework time. The results indicated that this measure is not a good predictor of focal children's own housework behavior in adulthood. However, whereas maternal housework time did not appear to be associated with daughters' overall housework time, there is a relationship between the amount of time a mother performs housework and the type of housework her daughter performs as an adult. Mothers who spend a large amount of time in housework have daughters who spend a smaller share of their total housework time on female-typed housework tasks—a somewhat counterintuitive finding (see Table A4.1 in the appendix).

to explain differences in focal children's adult housework behavior—particularly among daughters.

Examining Variation in Housework Specialization within a Couple and the Explanatory Role of a Father's Gendered Attitudes and Behavior

We might expect children to be more egalitarian in their own marriages if they are raised in families where fathers participated in housework and shared tasks with mothers. By looking at partnered children raised with two parents, we can assess this. The restriction to partnered children raised in an intact, two-parent family allows us to consider measures of father's gender ideology and housework behavior thereby broadening the assessment of parental influence to include direct measures of fathers, who have largely been missing from previous research. We can also focus on a couple measure of housework: the percentage of total housework completed by focal children.

Given what we know about the transmission of gendered ideas and gender stereotypical behavior from parents to children, we might expect that focal children in families that espouse egalitarian gender attitudes and display gender egalitarian housework behavior such as sharing a more equitable split of the total housework burden might also exhibit more egalitarian housework arrangements, such as sharing more equally in the couple's own housework burden. The purpose of this section is to examine with more refined measures whether what children observe from both mothers and fathers when they are young has meaning for how they interpret and display gender in their everyday lives as adults.

Table 4.7 shows means and standard deviations on partnered focal children's gender ideology, own and spouse/partner housework time, and percentage of total housework by maternal gender ideology, housework time, and employment status. As discussed in the previous section, a mother's gender ideology and housework time are categorized as egalitarian/traditional and low/high by dividing the distributions of each measure at the sample average. Analyses restricted to partnered/intact focal children for whom we have father information, father's gender ideology was coded as "egalitarian" or "traditional" in the same way as mother's gender ideology—i.e., those with scores at or above the sample average were coded egalitarian; all others were coded traditional. Fathers who performed a high percent of the parent's total housework time are those with percentages that were at or above the sample average. All others were coded as contributing a low housework percentage.

[Table 4.7 about here]

The results in Table 4.7 suggest that among all partnered focal children, daughters with an egalitarian or employed mother are more egalitarian than daughters with a traditional or nonemployed mother. None of the differences in gender ideology among sons by the characteristics of mothers are significant. Furthermore, although in the expected direction, none of partnered focal children's housework differences are statistically significant. Partnered daughters raised with an employed mother have partners who do less housework on average than daughters raised with a nonemployed mother—although what explains this relationship is less clear. Furthermore, partnered sons with a mother who was egalitarian, did low amounts of housework, and who was employed when they were young have partners who do less

housework on average than sons with mothers who were traditional, modeled high housework time, and were nonemployed. Differences in partnered focal children's share of housework by maternal attitudes and behavior are not statistically significant.

Table 4.8 presents means and standard deviations similar to those in Table 4.7, but the sample is restricted to partnered focal children raised in an intact, two-parent family. Partnered/intact daughters with egalitarian mothers are themselves more egalitarian in adulthood and do less housework compared to those with traditional mothers. Daughters with mothers who modeled low housework time have partners who do less housework on average than daughters with mothers who modeled high housework time. This may in part explain why these daughters do a higher share of the housework in their partnerships. Partnered/intact daughters with an employed mother are more egalitarian, do less housework, and have partners who do less housework compared with daughters whose mothers were nonemployed. Finally, compared to daughters with a traditional father, daughters with an egalitarian father are more egalitarian in adulthood.

[Table 4.8 about here]

Partnered/intact sons with an egalitarian mother are more egalitarian. If their mothers modeled low housework time, they also tend to have partners who do less housework, and they perform a larger share of the couple's total housework. Partnered/intact sons with an employed mother are more egalitarian. They are also more egalitarian if raised with an egalitarian father. Finally, sons whose fathers modeled a more equitable division of labor (i.e., they did a larger share of housework) do more housework on average and do a larger share of housework within their own

partnership than sons with fathers who contributed less to the overall housework hours.

[Table 4.8 about here]

Table 4.9 presents OLS regression results from models predicting partnered and partnered/intact focal children's gender ideology, housework time, and share of housework at wave 3 adjusting for parent's gender ideology, housework time, maternal employment measured at wave 1, mother's wave 1 characteristics, and children's own adult characteristics measured at wave 3. (Tables A4.2 and A4.3 in the appendix present the full compliment of results.)

[Table 4.9 about here]

Among all partnered daughters and sons, a mother's gender ideology remains a significant and positive predictor of adult gender ideology, all things equal. As observed in the bivariate relationship shown in Table 4.7, maternal gendered attitudes and behavior are not associated with children's subsequent housework time. There is some evidence, although it is suggestive of significance ($p < .10$) that maternal gender ideology is negatively associated with partnered daughters share of housework. More egalitarian mothers have daughters who do a smaller share of total housework in their partnership than those with mothers who were more traditional.

Once additional covariates are added to the model, the relationship between mother's gender ideology and a partnered/intact daughter's gender ideology and housework time disappears (see Table 4.9). Maternal housework time is positively associated with a partnered/intact daughter's gender ideology and negatively associated with the share of housework she performs in her partnership. That is,

mother's who model high housework time have daughters who are more egalitarian on average and who do a smaller share of the couple's combined housework than mothers who model low housework time—a finding that is somewhat counterintuitive if we assume high housework time is an expression of less egalitarian behavior. Maternal employment is negatively associated with a daughters overall housework time. Employed mothers have daughters who do less housework, on average relative to their peers with nonemployed mothers. Finally, having an egalitarian father is associated with more gender egalitarianism in adulthood among partnered/intact daughters.

The results for partnered/intact sons indicate that the bivariate associations presented in Table 4.8 tend to disappear once the models are adjusted for additional maternal factors and focal son's adult characteristics. Indeed, only one significant relationship remains: egalitarian mothers have sons who are more egalitarian on average than those with traditional mothers.

Summary

To what extent do parents' gendered behavior and attitudes explain children's gendered outcomes? Or, is the adoption of gender a constitutive process—continually fashioned and refashioned over the life course? The results from this chapter provide the first look using nationally representative data at the extent to which the family is the proving ground for early ideas about gender. The findings suggest that among all focal children, a mother's gender ideology is an important predictor of focal children's gender ideology in adulthood. These results are consistent with previous

work using smaller, locally drawn samples of mother-daughter or mother-child pairs (Cunningham 2001a; Moen, Erickson, and Dempster-McClain 1997).

A different story emerges for daughters and sons when we consider their housework behavior in adulthood. Among daughters, the largest share of the explained variation in housework appears to come from their own current circumstances. What mothers did when daughters were young does not appear to matter as much—and this finding holds when we look at partnered daughters as well. In short, a daughter's current roles appear to trump maternal influence. This is not the case for sons. Mother's housework modeling appears to be positively associated with a son's overall housework time—suggesting the more housework she does, the more he does.

When it comes to negotiating housework with a partner, there is some evidence that mother's gender ideology may have an enduring association for daughters. Thus, while the current-day obligations and responsibilities of parenting may be the most closely related to how much housework gets done, the results presented in this chapter suggest that the diffusion of mothers' gender-role attitudes when daughters are young may play an important role in how they adopt specialized roles in the negotiation of such gendered terrain as housework.

The finding that partnered/intact daughters with mothers who model high housework time are more egalitarian on average and do a smaller share of the housework within their partnerships relative to their counterparts with mothers who model low housework time is somewhat counterintuitive to what we might expect if we assume that high housework time is an expression of less egalitarian behavior. In

short, partnered/intact daughters with mothers who do large amounts of housework appear to possess ideas and behave in ways that are consistent with a more gender egalitarian orientation. Examining the characteristics of partnered/intact daughters by whether their mother modeled low or high housework time may provide additional insight into this finding. The results (data not shown) that daughters with mother's who modeled high housework time, tend to possess characteristics that may predispose them to express more gender egalitarian attitudes toward women and men and share more equally in the housework burden. For example, these daughters are more likely to be in cohabiting rather than marital partnerships (although, the differences are not statistically significant), have fewer children, are more likely to be employed and to work longer hours, and are also more likely to be of similar age or older than their partners.

The important contribution of focal children's partners to understanding variation in how housework is negotiated and shared is unfortunately unanswerable due to current data limitations and is a topic beyond the scope of this dissertation (i.e., the NSFH does not gather detailed information on the gender ideology or gendered attitudes and behavior of parents for the partners of focal children). However, the findings in this chapter underscore the important point that even with some of the best data available, understanding how we end up as we do is a complex process that includes not only early sources of family influence but also contemporary considerations that capture both actors within a union.

Chapter 5: Correspondence between Parents' Gendered Ideology and Housework Time

Introduction

“Do as I say, not as I do”—a popular aphorism most children have probably heard at some point from their parents. Its mere existence suggests that parents may not always provide a consistent message or clear pathway to a desired outcome for their children—whether the outcome is good eating habits, good study habits, or specific values and orientations. For example, how many parents are guilty of eating a Snicker's candy bar for lunch, or some other nutritionally bankrupt food source, while regularly chastising their children to eat healthy foods and avoid sweets? What kind of message do parents give children when they argue that homework comes first and television second, but then promptly sit down in front of the T.V. to complete work left over from a day at the office? Likewise, what kind of effect does a parent's transmission of egalitarian ideas about women's and men's roles have on children when parent's model traditional housework gender-roles in the home? Furthermore, is the message to children less clear when mothers and fathers disagree or transmit different gender-role attitudes or behaviors? Are children partial to one parent's socializing efforts, such as a mother's given that she is generally the main child care provider, and therefore impervious to mother-father attitudinal and behavioral discordance? Or, in the face of mother-father discordance, do children take their lessons from the same-sex parent?

We know a fair amount about how parents' attitudes matter in children's lives. For example, we know that parental attitudes are linked to the formation of children's general orientations and behavior toward politics, religion, family formation, and gender roles (Alwin, Cohen, and Newcomb 1991; Alwin and Krosnick 1991; Axinn and Thornton 1993; Barber 2000; Cunningham 2001a; Cunningham 2001b; Kapinus 2004; Miller and Glass 1989; Moen, Erickson, and Dempster-McClain 1997). We also know that parental behaviors are important in children's lives. For example, research suggests that parents' socioeconomic conditions have implications for children's educational attainment (Alwin and Thornton 1984; Davis-Kean 2005; Duncan, Yeung, Brooks-Gunn, and Smith 1998; Smith, Brooks-Gunn, and Klebanov 1997). Parents' marital behaviors can affect children's attitudes and behavior toward their own family formation (Axinn and Thornton 1996; McLanahan and Bumpass 1988). In addition, there is some evidence that a parent's behavior such as whether a mother works or how housework is negotiated in the home has implications for how children negotiate and perform gender in adulthood (i.e., engage in gender-specialized housework roles, for example) (Cunningham 2001b; Gupta 2006).

We even know something about the timing of exposure to parent's attitudes and behavior. For example, in a sample of white mother-child dyads, a mother's early labor force participation was found to be an important predictor of a daughter's housework allocation in adulthood—decreasing her relative contribution to stereotypical female housework. For sons, parent's housework allocations early in their lives were important predictors of their relative contribution to housework in

adulthood (Cunningham 2001b). Thus, parental behaviors modeled early in a child's life course have long-term effects on the allocation of housework.

Yet we know relatively little about how the correspondence between a parent's gender ideology and housework behavior as well as agreement between mothers and fathers in two-parent families is related to children's formation of basic orientations about the roles of women and men. For example, results from the previous chapter suggest that mother's are an important source of influence on children's orientations toward gender, particularly in the transmission of ideas and values about women's and men's roles. One question we might ask is: Does this association vary when mother's behavior is more or less in line with their attitudes? That is, does the process of transmission or the association between a mother's gender ideology and a child's adult gender ideology change when a mother's housework behavior corresponds with her attitudes?

The purpose of this chapter is to examine the contours of parental influence on children's adult gendered outcomes. We know from Chapter 4 that a mother's gender ideology is directly associated with both daughter's and son's gender ideology in adulthood. This chapter examines more closely whether this process varies by whether mothers practice what they preach. That is, do children's adult gendered attitudes and housework behavior vary when mothers are more or less consistent in their own gendered attitudes and behavior? Furthermore, this chapter assesses the degree to which mother-father discordance in gender-role attitudes has implications for children's gendered outcomes in adulthood. The following questions are addressed:

- How consistent are mothers' gender stereotypical attitudes and behaviors? Are mothers with an egalitarian gender ideology modeling egalitarian housework? Likewise, are mothers who have a more conventional gender ideology more involved in work in the home?
- Does the relationship between a mother's gender ideology and children's gender ideology vary when her gender ideology and housework behavior are more or less consistent?
- Is the housework behavior of focal children more like that of their mothers when a mother's gender-role attitudes are consistent with how she performs housework?
- In two-parent families, how concordant are the gender-role attitudes of mothers and fathers?
- How is mother-father concordance or discordance in gender ideology related to focal children's gender ideology and gender-specialized performance of housework?

Organization of Chapter

The results in this chapter are organized around two main types of parental correspondence. The first part of the chapter focuses on all focal children and all partnered focal children and examines the relationship between adult gendered outcomes and a mother's gender ideology and housework correspondence. The second part of the chapter focuses specifically on partnered children raised in an intact, two-parent family and examines whether gendered attitudes and behavior are

more or less consistent from parents to children when a mother's and father's gender ideology correspond.

Do as I Say, Not as I Do: Examining Correspondence between Mother's Gender Ideology and Housework Time Behavior

As discussed previously in Chapter 3, focal children were assigned as having a mother who had 1) egalitarian gender ideology and low housework time; 2) egalitarian gender ideology and high housework time; 3) traditional gender ideology and low housework time; and 4) traditional gender ideology and high housework time. Low housework time is assumed to be an expression of more egalitarian behavior while high housework time is thought to be an expression of more traditional behavior. Thus, focal children with mothers who had either an egalitarian gender ideology matched with low housework time (group 1) or a traditional gender ideology matched with high housework (group 4) time are assumed to have been exposed to a more consistent message about the roles of women and men (i.e., their mother's gender ideology and housework corresponded) compared to groups 2 and 3.¹⁰

Table 5.1 shows the percentage distribution on measures of mother's gender ideology (GI) and housework (HW) correspondence among all focal daughters and

¹⁰ I also coded "egalitarian" and "traditional" housework time based on the percent of a mother's housework that was female typed. Results using this typology were relatively similar to a typology based on total housework time. Although most of women's housework is female typed, I create typologies of consistency using a mother's total housework time so that this measure captures all the information on a mother's housework behavior. As discussed, housework time is an imperfect measure of "egalitarian" or "traditional" behavior because it may also proxy mother's standards rather than gendered behavior. Thus, in models restricted to focal children with two parents, I can use both a mother's and a father's housework behavior to assess the degree to which the child witnessed gender-specialized housework arrangements.

sons and those who are partnered. The distribution of all focal children by correspondence is similar for daughters and sons. Just over 27–28 percent of focal children were raised with mothers who modeled a consistent “egalitarian” typology (27 percent among daughters and 28 percent among sons). Another 26–28 percent of focal children had mothers with a consistent “traditional” orientation—i.e., traditional gender ideology and high housework time (26 percent of focal daughters and 28 percent focal sons). The remaining 46 percent of the sample had mothers whose attitudes and behavior did not correspond—i.e., about 19 percent of daughters and sons had with mothers with an egalitarian gender ideology and high housework time and 28 percent and 26 percent, respectively, had mothers with traditional gender ideology and low housework time.

[Table 5.1 about here]

Table 5.2 shows the bivariate relationship between measures of mother’s gender ideology and housework time correspondence and focal children’s gendered outcomes. In the bivariate, the gender ideology of focal children does not seem to be associated with whether a mother’s gender ideology and housework behavior corresponds. Both daughters and sons whose mothers had an egalitarian gender ideology and low housework time have the highest gender ideology scores. Although focal children with egalitarian mothers who have high housework time have a slightly lower gender ideology scores, the difference is not statistically significant. In short, regardless of whether a mother does low or high housework time, focal children with egalitarian mothers are themselves more egalitarian compared to their counterparts with traditional mothers. Very few differences in the housework time of daughters by

the gender ideology-housework correspondence of mothers are significant, except that daughters with mothers who are egalitarian and do low amounts of housework appear to do the least housework (though not all differences are statistically significant).

[Table 5.2 about here]

In the case of sons, those with egalitarian mothers who have low housework time do less housework than sons with egalitarian mothers who have high housework time (17 versus 19 hours per week). Likewise, sons with traditional mothers who do low levels of housework also do less housework than their counterparts whose mothers are traditional and do high levels of housework. Maternal time in housework tends to differentiate sons more than maternal gender ideology: low housework mothers produce low housework sons regardless of gender ideology. However, sons with mothers with the most egalitarian typology (i.e., egalitarian gender ideology and low housework time) do *more* housework compared to sons with traditional mothers who have low housework time (17 versus 16 hours per week).

Table 5.3 shows results from OLS regression of focal daughters' and sons' gender ideology at wave 3 on measures of correspondence between mother's gender ideology and housework behavior. The first model includes only the three dichotomous gender ideology-housework typologies: egalitarian GI/low HW; egalitarian GI/high housework; traditional GI/low HW. Model 2 includes a mother's wave 1 characteristics. Model 3 is the full model and includes focal children's adult characteristics at wave 3. Focal children with mothers who have traditional gender

ideology and high housework time are the omitted category in the regression models. (See Table A5.1 in the appendix for the full list of results.)

[Table 5.3 about here]

Among all daughters, mothers who embody the most gender egalitarian typology (liberal views of women's and men's roles and low housework time) have more egalitarian daughters relative to traditional mothers who model high housework time. But daughters also tend to be gender egalitarian even when their egalitarian mothers did a lot of housework. Daughters with mothers who are traditional and model low amounts of housework are no more or less egalitarian in their attitudes than their counterparts with traditional mothers who do high levels of housework.

The patterns of association are similar among sons. Mothers whose gender ideology and housework correspond with the most liberal typology have sons who are more egalitarian relative to sons with mothers whose ideology and housework correspond to the least liberal typology (i.e., traditional gender ideology and high housework time). Sons with mothers who are egalitarian but model high housework time are also more egalitarian than sons with more traditional mothers. Like daughters, sons with mothers who are traditional but model low housework time do not appear to be any more or less egalitarian than sons with mothers who are traditional and have high housework time.

Table 5.4 shows results from OLS regression of daughter's and son's housework time on measures of noncorrespondence and mother's wave 1 and focal children's wave 3 characteristics. (See Table A5.2 in the appendix for the full list of results.) Very little about a mother's gender ideology-housework correspondence

explains the variation in a daughters adult housework time. This is not surprising given the results from Chapter 4 that show that when it comes to predicting daughter's total housework time, sources of parental influence matter less and factors such as the number and age of children are most important.

[Table 5.4 about here]

Among sons, having a mother who is egalitarian and models low housework time is associated with doing less housework relative to sons with traditional mothers who have high housework time (see Model 1). However, statistical significance disappears once additional variables are added to the model. Mothers with a traditional gender ideology and low housework time have sons who do less housework on average than sons with traditional mothers with high housework time.

Housework time, as discussed previously, is an imperfect measure of the degree to which respondents both model (in the case of parents) and learn (in the case of children) gendered-specialized behavior. A more refined outcome of gendered behavior is the percentage of a couple's total housework completed by the focal child. Data on both the focal child's and spouse/partners housework is necessary to look at the relative share of housework. Therefore, the next set of analyses is restricted to all partnered focal children.

Table 5.1 (last column) shows the distribution of partnered focal children by the four gender ideology-housework typologies. Partnered daughters were less likely than partnered sons to have an egalitarian mother with low housework time (about 25 percent versus 31 percent), but slightly more likely to have traditional mothers who modeled high housework time (28 percent among daughters and 26 percent among

sons). The remainder of partnered focal children have mothers with noncorresponding gender ideology and housework behavior. About 18 percent of daughters and 19 percent of sons have an egalitarian mother with a high housework time while about 29 percent of daughters and 25 percent of sons have a traditional mother with low housework time.

Table 5.5 presents partnered focal children's average gender ideology, housework time, and percentage of couple's total housework by measures of correspondence between mother's wave 1 gender ideology and housework time. Both partnered daughters and sons with an egalitarian mother who modeled low housework time are themselves more egalitarian than their counterparts with a traditional mother who modeled low or high housework time. Furthermore, partnered daughters with an inconsistent mother who is egalitarian, but modeled high housework time are more egalitarian in adulthood than their counterparts with a traditional mother who modeled low housework. In short, when it comes to gender ideology in adulthood, maternal attitudes tend to differentiate partnered children more than maternal housework: egalitarian mothers have egalitarian children regardless of a mother's housework time. Partnered children's overall housework time did not differ by whether a mother's gender ideology and housework time were more or less consistent.

[Table 5.5 about here]

Very few of the differences in focal children's percentage of total housework by measures of mother's gender ideology and housework correspondence are significant. Partnered daughters with an egalitarian mother who modeled high

housework time do a smaller share of the total housework in their unions compared with daughters who were raised by traditional mothers with low housework time (62 versus 67 percent). Although daughters with a mother from the most liberal typology did a smaller share of their couple's total housework (64 percent) than daughters with a mother from the least liberal typology (66 percent), the differences were not statistically significant. Interestingly, sons with egalitarian mothers who model low housework time contribute significantly *more* to the couple's combined housework load compared to sons with egalitarian mothers who model high housework time (42 versus 37 percent).

Table 5.6 presents multivariate results from OLS models predicting focal children's percentage of the couple's total housework load. (See Tables A5.3 and A5.4 in the appendix for OLS regression results predicting partnered focal children's gender ideology and housework time. Table A5.5 presents the full list of results for regressions predicting focal children's percentage of total housework.) Very little about a mother's gender ideology-housework correspondence is associated with a daughter's or son's relative contribution to the total amount of housework in the partnership. However, daughters with an egalitarian mother who models high housework time do a smaller percentage of the couple's total housework relative to daughters with a traditional mother who models high housework time, although this finding is suggestive with a p-value of $<.1$. Sons with a mother who possesses the properties of the most liberal typology (i.e., egalitarian gender ideology with low housework time) contribute more to the overall housework burden compared to sons with mothers who are the least liberal (i.e., traditional gender ideology and high

housework time). However, this association disappears once additional characteristics of the mothers and sons are added to the model.

[Table 5.6 about here]

Mother-Father Discordance: Do Differences in the Gender Ideology of Mothers and Fathers Explain Focal Children's Adult Gendered Outcomes?

A final question is whether correspondence between a mother and father has implications for children's subsequent gender-role attitudes and gender-specialized behavior. In comparing mothers and fathers as being either more or less egalitarian, four typologies were created to categorize focal children's parents: 1) mother egalitarian/father egalitarian; 2) mother egalitarian/father traditional; 3) mother traditional/father egalitarian; and 4) mother traditional/father traditional.¹¹ Because this section considers both mothers' and fathers' gender ideology scores, all analyses are restricted to partnered focal children raised in an intact, two parent family who therefore have valid information for both sets of parents.

Table 5.7 presents the percentage distribution of partnered/intact focal children by measures of mother-father correspondence. About two-thirds of the sample was raised with parents whose gender ideology corresponded. That is, about 31 percent of daughters and 32 percent of sons were raised in a family where both the

¹¹ An alternative typology schema was specified which included both the mother's and father's gender ideology as well as the father's percentage of total housework. That is, families where father's contribution to the housework burden was above the sample mean were coded as egalitarian and this third characteristic was used as an additional factor in characterizing mother's and father's gendered attitudes and behavior as either concordant or discordant. This resulted in eight discrete typologies. Results from analyses using this 8-category specification did not depart from what is reported above. Because the results did not differ dramatically by either specification, results using the four discrete categories are presented for ease of interpretation.

mother and father were egalitarian. Roughly another third of the focal children were raised with parents who were both traditional (35 percent of daughters and 32 percent of sons). The remaining one-third of the sample were partnered/intact focal children who had parents with noncorresponding gender ideologies. About 17 percent of daughters and 20 percent of sons had egalitarian mothers and traditional fathers; whereas about 18 percent of daughters and 17 percent of sons had a traditional mother and egalitarian father.

[Table 5.7 about here]

Table 5.8 shows the bivariate associations between focal children's gender ideology, housework time, and percentage of total housework and measures of mother-father correspondence. Partnered/intact focal daughters and sons raised with parents who both had egalitarian attitudes are more egalitarian than their counterparts whose parents' gender ideology did not correspond or who were both traditional. While the gender ideology of daughters with noncorresponding and traditional parents did not seem to be that different, sons with egalitarian mothers/traditional fathers and traditional mothers/egalitarian fathers are more egalitarian as adults than sons with traditional parents. Daughters raised by two egalitarian parents spend fewer hours per week in housework relative to their counterparts raised by two traditional parents. None of the housework differences among sons are statistically significant. Likewise, none of the differences in the average percentage of total housework by mother-father correspondence among daughters are statistically significant. Among sons, however, there is evidence that those raised with two egalitarian parents complete a larger share of the housework than sons with parents who had

noncorresponding gender ideologies. Somewhat unexpected, the results in Table 5.8 indicate that sons with an egalitarian mother and traditional father do *less* of the couple's combined housework (i.e., they complete a smaller percentage of the couple's total housework) than sons raised with parents who were both traditional.

[Table 5.8 about here]

The multivariate results presented in Table 5.9 generally support what is shown in the bivariate analysis in Table 5.8. Both daughters and sons raised with two egalitarian parents are more egalitarian as adults, holding all other variables constant. (See Tables A5.6–A5.8 for a full list of regression results.) There is also some evidence that among sons, that as long as one parent is egalitarian, a son is more egalitarian as an adult compared to sons with two traditional parents. Focal children's housework is not associated with any measures of mother-father (non)correspondence. Whether parents are similar or differ on their gender ideology does not appear to matter when it comes to how much time children spend in housework as an adult. The results for predicting focal children's percentage of total housework suggest that sons with an egalitarian mother and traditional father do *less* of the couple's combined housework relative to sons with two traditional parents.¹²

[Table 5.9 about here]

¹² This finding is somewhat counterintuitive and difficult to explain. Sample sizes are small, which may partly account for why the results depart from expectations. Furthermore, the mean characteristics across the four groups suggest that sons with egalitarian mothers and traditional fathers, when compared to sons with two traditional parents, are in partnerships that my trend more toward a male-breadwinner/female-homemaker model. That is, sons with an egalitarian mother and traditional father are partnered with women who work significantly fewer hours for pay (23 versus 34 hours per week), and although not statistically significant, these sons have considerably higher wage-and-salary income, (\$66,000 versus \$40,000), and were more likely to have been raised in the north central regions and less likely to have been raised in the western regions of the United States, which may have resulted in exposure to regional norms and values emphasizing a more traditional model of women's and men's roles (data not shown).

Summary

Do parents practice what they preach? The results presented in this chapter provide one of the first looks at whether mother's gendered attitudes and behaviors are consistent, whether mothers and fathers together present a consistent message to children with respect to the gendered roles of women and men, and whether measures of maternal (in)consistency and mother-father discordance are associated with children's subsequent gendered outcomes in adulthood. Most of what we know about the intergenerational transmission of gendered behavior and attitudes has focused on parental behaviors and attitudes as direct and independent sources of influence. The analyses in this chapter move beyond this one-dimensional conceptualization and consider how parents' efforts to impart information about gender may vary when these single sources of influence are considered simultaneously.

Not all mothers model housework behavior consistent with their ideas about the roles of women and men. Indeed, a little over half of the mothers in this sample are able to provide a consistent message while the other half modeled housework behavior inconsistent with their gender-role attitudes. Does maternal inconsistency matter for children's subsequent formation of basic orientations about gender? When it comes to children's adult gender ideology, the results suggest that it does not. The gender ideology of mothers is a strong predictor of children's gender ideology in adulthood and this relationship seems to be somewhat impervious to whether a mother models housework behavior consistent with her ideas. If she has liberal views

of women's and men's roles, her children have liberal views of women's and men's roles.

Nothing about maternal attitudes or housework behavior, whether consistent or not, appear to matter for children's housework time in adulthood, particularly among daughters. As shown in Chapter 4, maternal attitudes and housework as independent effects did not appear to influence a daughter's housework time. The findings in Chapter 5 are consistent with these results and suggest that even when maternal sources of influence are considered simultaneously, the housework time of daughters appears to be less a function of parental influence and more a function of focal children's own current circumstances.

The findings for sons are somewhat difficult to interpret. Given that sons with mothers who are traditional and have low housework time do less housework on average than sons with traditional mothers who model high housework time suggests that transmission from mothers to sons may be more about standards of housework and cleanliness than ideas about the appropriate roles of women and men.

As much as parents might strive to project a uniform parenting model that provides a consistent pathway for children's development, the results in this chapter indicate that when it comes to the roles of women and men, not all parents hold similar ideas as their spouse. Most of the focal children in this sample had parents (i.e., about two-thirds) who held similar gender-role attitudes, whether they were both either egalitarian or traditional. Yet, nearly one-third of all focal children from intact families had two parents that held dissimilar ideas about women's and men's roles. Mother-father concordance matters, but only for daughters and only in terms of

explaining gender ideology in adulthood. Daughters with two egalitarian parents are more egalitarian on average than daughters with two traditional parents. Parents that do not have similar gender ideologies have daughters whose gender ideologies do not differ considerably from their counterparts with traditional mothers and fathers. Thus, even though one of the parents may have egalitarian attitudes, it does not appear this egalitarianism is transmitted to daughters. Mother-father correspondence is less salient for sons. Indeed, it only takes an egalitarian mother to influence a son's propensity toward egalitarianism—i.e., sons with an egalitarian mother hold more liberal views of women and men than their counterparts with two traditional parents.

Once again, however, housework seems to be less a function of early childhood experiences and more a product of current adult circumstances. Even when both parents project a consistent message with respect to how they regard the roles of women and men, very little if any appears to convey to children and influence how much housework gets done and how the housework is split between partners.

Chapter 6: Timing of Exposure and Consistency over Time in Parents' Gendered Attitudes and Behavior

Introduction

Most of the research to date on the transmission of gendered attitudes and behavior from parents to children has conceptualized the process as somewhat static. That is, largely due to data limitations, the bulk of research in this area has generally used measures of parents attitudes and behavior from a single point in time as more or less representative of the parent-child socialization process without considering whether children are better receptors of this knowledge at particular points in their lives or how changes in parents' own attitudes and behaviors over time may facilitate or disrupt the process of intergenerational learning (Barber 2000; Dennehy and Mortimer 1993; Ex and Janssens 1998; Moen, Erickson, and Dempster-McClain 1997; Smith and Self 1980; Treas and Tai 2007). Recent work by Cunningham (2001a; 2001b) has made one of the first attempts to sort out the timing of parental effects on children's adult gendered outcomes. He finds that early parental behaviors when children are young are a more important predictor of children's subsequent adult housework allocation than later parental behaviors when children are adolescents (Cunningham 2001b). That is, early maternal labor force participation predicts a daughter's housework behavior while early parental division of labor predicts a son's. In his assessment of children's attitudes toward gender and household labor, he finds that gender-role attitudes are explained by both early and later maternal gender-role attitudes, whereas children's ideal allocation of housework

is predicted by early maternal gender-role attitudes and the parental division of labor when children were adolescents (Cunningham 2001a). His research is limited to observations of parents when children were age one and age 15, which raises questions about what “early” and “late” exposure mean and whether parental influence is more or less relevant to children during the intervening years.

Furthermore, we know even less about the role of changing parental attitudes and behaviors over time and its relationship to children’s formation of gendered attitudes and behavior. Research suggests that people have the capacity to change their attitudes over the life course (Danigelis, Hardy, and Cutler 2007; Konty and Dunham 1997) and we know that parents’ division of household labor changes, as well (Rexroat and Shehan 1987). Yet to date, there is no available research on the ways in which changes in parents’ gendered attitudes or behavior are related to children’s subsequent gendered outcomes.

The purpose of this chapter is to examine the timing of exposure to sources of parental influence as well as changes in parental gender attitudes and behavior over time. The following questions are addressed:

- Do parents’ gendered attitudes and behavior change over time?
- Are the characteristics of parents (i.e., gendered attitudes and gender-stereotypical behavior) assessed at different points in a child’s life associated with children’s subsequent gendered attitudes and behavior in adulthood?
- Does the process of transmitting gendered attitudes and behavior vary by whether parents are more or less consistent in their attitudes and behavior over time?

Organization of Chapter

The results in this chapter are organized around two main processes tied to studying the life course and intergenerational learning. The first part of the chapter focuses on the timing of parental effects and examines whether earlier versus later exposure to parent's gendered attitudes and behavior are associated with children's own gendered attitudes and housework behavior in adulthood. The second part of the chapter considers consistency over time and examines whether change in parent's attitudes and behaviors disrupts the process of transmission or whether this process is impervious to change.

Description of Sample

In order to examine earlier and later parental influences, this chapter focuses on a sample of all focal children and partnered focal children who were between ages 2–11 at NSFH1 and ages 10–17 at NSFH2. Of the 1,864 total focal children, 842 were dropped because they were aged 12 or older at the time of the first NSFH wave (see Table 6.1). (Children over age 12 at wave 1 were dropped from the analysis because they were aged 18 or older at the time of the second wave and although still considered a child in many ways (Furstenberg, Kennedy, McLoyd, Rumbaut, and Settersten 2004) nonetheless exceeded the standard age for children in the general child developmental literature.) Another 117 were dropped because a mother was not present at the second wave. This resulted in a sample of 835 total focal children under age 12 at wave 1 (456 daughters and 379 sons). An additional 571 focal children

were dropped because they were not partnered at the third wave, which resulted in a sample of 264 partnered focal children (177 daughters and 87 sons).¹³

[Table 6.1 about here]

Table 6.2 presents means and percentage distributions of young partnered focal children's characteristics by various sample selections described in Table 6.1. Groups C and D presented in the last two columns are the main analytic samples used in this chapter. The characteristics of all young focal children under age 12 (Group C) and the overall sample of focal children (Group A) differ in a few ways, which are most likely related to the sample restriction on age for Group C. That is, compared with the overall sample of all focal children (Group A), younger focal children (Group C) are less likely to be in partnerships, have a college degree, have children, be employed, and they work fewer hours, on average. The characteristics of the partnered sample (Group D) differ in notable ways from the overall sample of focal children under age 12 at Wave 1 (Group B), but these differences are not surprising given that Group D is restricted on partnered status. Compared to the overall sample of younger focal children (Group B) partnered focal children (Group D) appear to be older, less likely (among daughters) and more likely (among sons) to be college educated, more likely to be a parent and to have a young child under age 5 present, and more likely to be employed and work longer hours. Overall, the characteristics of focal children remain somewhat similar across the younger samples (Groups B–D),

¹³ Further restricting the sample based on whether a focal child was raised in an intact, two-parent family, which would allow for analyses that consider the influence of father's attitudes and behaviors on children's outcomes, resulted in a substantially reduced sample size (i.e., 76 partnered/intact daughters and 46 partnered/intact sons for a total of 122 total focal children). Separate analyses revealed very few significant associations and no relationship between parental gendered attitudes and behavior and children's adult outcomes (data not shown). Hence, the sample sizes of partnered/intact children under age 12 at wave 1 were determined to be too small to analyze separately.

with the exception of key family characteristics that we might expect to be more prevalent among focal children who have formed partnerships.

[Table 6.2 about here]

Timing of Exposure to Parents' Gendered Attitudes and Behavior

Table 6.3 presents parents' average gender ideology scores and housework time at waves 1 and 2 among all young and partnered daughters and sons. With the exception of all sons, the results indicate a slight increase in gender egalitarianism across waves for both all and partnered focal children, although the change is small. A mother's average time spent in housework declines between waves 1 and 2. (See Table A6.1 in the appendix for a description of mother's housework time by detailed housework tasks.) The downward trend in housework time is not surprising given that mothers generally do less both before and after their prime childbearing years (Rexroat and Shehan 1987). The mothers in this sample have children who have aged 5–7 years between the two waves of data. Thus, not only may they be calling on their children to help with housework, but the overall housework burden most likely goes down as their children age (Bianchi, Milkie, Sayer, and Robinson 2000). Mothers are also more likely to be working outside the home at wave 2 than they were at wave 1. Again, this is not surprising given that all children are of school age at the second wave which may enable women to more easily engage in paid work.

[Table 6.3 about here]

Table 6.4 presents correlation coefficients between measures of mothers' gender ideology, housework time, and employment status at waves 1 and 2.

Although the correlation coefficients do not suggest a perfect linear relationship between a mother's gendered attitudes and behaviors at waves 1 and 2, the results do indicate that for all and partnered focal children, wave 1 measures are significantly and positively correlated with the corresponding wave 2 measures. That is, a mother's overall gender ideology at wave 1 is positively associated with her overall gender ideology at wave 2. Likewise, a mother's housework time at wave 1 is positively related to her housework time at wave 2. Furthermore, working outside the home at wave 1 is positively correlated with being employed at wave 2.

[Table 6.4 about here]

Table 6.5 presents bivariate correlation coefficients between a mother's gender ideology, housework time, and employment at waves 1 and 2 and focal children's gendered outcomes at wave 3. The results indicate that for both daughters and sons, earlier and later gender egalitarianism among mothers is associated with greater gender egalitarianism among children. Housework time measured both earlier and later in children's lives is correlated with less gender egalitarianism among all focal daughters and partnered focal daughters and sons. (There does not appear to be a significant correlation between earlier maternal housework time and the gender ideology of all focal sons—although the coefficient is in a direction we might expect.) Earlier and later maternal employment is positively correlated with the gender ideology of all focal children and partnered daughters—employed mothers have children who express more gender egalitarian views of women's and men's roles.

[Table 6.5 about here]

A mother's later gender ideology is negatively correlated with the overall amount of housework performed by daughters. Both earlier and later measures of a mother's housework time are positively correlated with all focal children and partnered daughters overall housework time. A mother's early gender ideology is negatively correlated with the share of total housework completed by partnered daughters. Nothing about a mother's gendered attitudes or behavior appears to be correlated with a son's overall housework time or percentage of total housework.

Table 6.6 presents OLS regression coefficients from models estimating the direct relationship between measures of a mother's early and later gendered attitudes and behavior on all and partnered focal children's gender ideology at wave 3. The models assess the independent associations between the early and later measures of maternal influence. Model 1 shows measures of mother's early attitudes or behavior. The second model considers the independent effect of later measures of attitudes or behavior. The final model considers both early and later measures simultaneously. Early and later models assess each source of maternal influence separately (i.e., one series of models examines a mother's gender ideology, another examines her housework time, and a final set examines her employment status.)

[Table 6.6 about here]

The bivariate results (Models 1 and 2) presented in Table 6.6 generally support the zero-order correlations discussed in Table 6.5. However, when earlier and later measures are considered simultaneously (Model 3), the importance of timing becomes evident. That is, a mother's early gender ideology swamps her later ideology and remains statistically significantly associated with focal children's own gender

ideology in adulthood. A mother's early housework time is significantly associated with all young daughters gender ideology and suggestive of significance for partnered daughters and sons ($p < .10$), while later housework time is negatively associated with a son's gender ideology in adulthood. (The relationship is suggestive of significance at $p < .10$ among all younger sons.) The positive effect of later maternal employment among daughters disappears when both early and later measures are included in the model suggesting mothers who work when their children are young (i.e., early to middle childhood) have daughters who are more gender egalitarian than those whose mothers were not employed. Among all sons, however, it is later maternal employment that remains significant when both measures of employment are considered simultaneously.

Table 6.7 examines the relationship between sources of a mother's early and later influence and focal children's housework time. Results are presented in the same format as shown in Table 6.6. Table 6.7 shows that among all young focal children, a mother's later gender ideology is suggestive of a negative relationship with a young focal daughter's housework time ($p < .10$). Among partnered focal children, earlier and later measures of a mother's gender ideology appear to have countervailing effects on the housework time of partnered daughters. Exposure to early maternal gender egalitarianism is associated with greater housework time while later gender egalitarianism correlates with less housework time. In the bivariate, both early and later maternal housework time is associated with greater housework time among daughters and this is consistent with results presented in Table 6.5. When considered simultaneously, only mother's later housework modeling remains statistically

significant and positively associated with partnered daughter's average housework time. Consistent with the bivariate correlations presented in Table 6.5, mother's gendered attitudes do not appear to be associated with a son's housework time. However, both earlier and later maternal housework positively predicts all sons' total housework time, suggesting that the more a mother does throughout a son's childhood, the more he does in adulthood.

[Table 6.7 about here]

Table 6.8 considers the third outcome of interest, partnered focal children's percentage of total housework, and presents OLS regression coefficients from models assessing measures of a mother's earlier and later gendered attitudes and behavior. The bivariate results are again consistent with the zero-order correlations presented in Table 6.5. That is, mothers who express early gender egalitarianism have daughters who do a smaller percentage of the total housework in their partnership compared with mothers who are more traditional. This relationship holds when earlier and later maternal gender ideology is considered simultaneously. The results for sons in Table 6.8 are consistent with the bivariate correlations presented in Table 6.5 and suggest that neither earlier nor later measures of maternal influence are associated with the share of housework sons perform in their partnerships.

[Table 6.8 about here]

Table 6.9 presents results from regression analysis predicting focal children's gender ideology, housework time, and percentage of total housework. The models show results for regressions run on all and partnered focal children separately and they control for additional maternal and child characteristics hypothesized to be

correlated with children's adult gender ideology.¹⁴ (See Table A6.2 and A6.3 in the appendix for a full list of results.)

The results for children's adult gender ideology are consistent with the simpler models (see Table 6.6). Mother's early gender ideology and later housework remain significant predictors of focal children's gender ideology. Exposure to maternal gender egalitarianism in early to middle childhood is associated with greater egalitarianism among children in adulthood relative to those with more traditional mothers. (The results for daughters indicate that once restricted by partnered status, the positive result of early maternal gender ideology is suggestive of significance with a p-value of $<.10$). Mothers who model high housework time when children are young have daughters who are less egalitarian (significant among all daughters only), while mothers who model high housework in when children are adolescents have sons who are less egalitarian in adulthood (significant among partnered sons only). The results indicate a weak positive relationship between later maternal employment and a daughter's adult gender ideology (results suggestive at a p-value of $<.10$). (See Tables A6.2–A6.4 in the appendix for the full list of results.)

¹⁴Collinearity diagnostics revealed that multiple measures of mother's religious affiliation and measures of focal children's education relative to their spouse dramatically increased collinearity in regression models restricted to partnered focal children. Variation inflation factors were substantially above the general threshold of 10 and the condition index was exceptionally large, suggesting that the inclusion of the terms as they were originally specified increased the instability of the models. Thus, for all multivariate models presented in this chapter, the effect of religious affiliation is assessed by including a single measure of whether a mother is a fundamentalist protestant. The reference category are focal children with mothers of all other religious affiliations or having no religious affiliation. The effect of relative education is assessed by including two dichotomous variables: wife is college educated, husband is not and husband is college educated, wife is not. The reference category refers to focal children who have similar levels of education relative to their spouse whether it is "both college-educated" or "both have only a high school diploma." The results did not change dramatically when including a simpler specification of both measures.

[Table 6.9 about here]

When additional covariates are added to the model, the effect of early maternal gender ideology on a daughter's housework time disappears and later maternal gender ideology becomes suggestive of significance ($p < .10$) (see columns 3 and 4 in Table 6.9). Mothers who model high housework time in later adolescence have daughters who do more housework on average than those with mothers who modeled fewer housework hours. Among sons, early maternal gender ideology and earlier ($p < .10$) and later maternal housework time are all positively associated with a son's housework time in adulthood (significant among all sons only). The effect of early maternal employment on a partnered son's housework time is suggestive of significance ($p < .10$)—i.e., mothers who model early employment have sons who do less housework on average relative to son's whose mother's are nonemployed in early adolescence.

The fifth column in Table 6.9 presents results from regressions predicting partnered focal children's percentage of total housework. Consistent with the bivariate results discussed earlier, a mother's gender ideology when daughters are in early to middle childhood is negatively associated with the amount of a couple's total housework they perform in adulthood. Egalitarian mothers have daughters who contribute less on average to the combined housework than those with more traditional mothers. This is consistent with what we observed in Chapter 4 among all partnered focal children. Nothing else about mother's gendered behaviors appears to be associated with the share of housework completed by partnered daughters. The results for sons, which is suggestive of significance ($p < .10$), indicate that mothers

who model high housework time in early adolescence have sons who do a smaller percentage of the couple's total housework.

Examining Consistency of Mother's Gendered Attitudes and Behavior

Is the process of transmission from parents to children more successful when parents model a consistent egalitarian or traditional gender typology of changing maternal attitudes and behavior? We have just seen that a mother's early gender ideology is associated with the share of housework that daughters perform within their partnership. Is this influence of early exposure stronger if it is sustained? For example, is how daughters come to divide housework with their partners related to whether a mother becomes more or less egalitarian with time?

Table 6.10 shows the distribution of all and partnered focal children by measures of mother's gender ideology and housework time consistency from wave 1 to wave 2. About 30 percent of daughters and 32 percent of sons have mothers who were consistently egalitarian between waves 1 and waves 2. A little more than one-third of focal children have mothers who were consistently traditional (36 percent of daughters and 40 percent of sons). The remainder of the distribution have mothers who became either less egalitarian (16 percent of daughters and 14 percent of sons) or more egalitarian (19 percent of daughters and 14 percent of sons) over time. The distributions among partnered focal children are similar to all focal children.

[Table 6.10 about here]

The percentage of focal children by maternal housework over time indicates that nearly two-thirds had mothers who retained consistent housework behavior

across time. Well over one-third of daughters and sons had mothers who consistently modeled low housework time across the two waves of data (36 percent of daughters and sons). Another 26 percent of daughters and 30 percent of sons had mother's who consistently modeled high housework time between waves 1 and 2. About 16 percent of daughters and 14 percent of sons had mothers who moved from having below average to above average housework time while about 21 percent of daughters and 15 percent of sons had mothers who did just the opposite—i.e., moved from having above to below average housework time. The percentages of partnered children by maternal housework are similar to all focal children.

Table 6.11 shows all and partnered focal children's average gender ideology and housework outcomes by measures of mother's consistency in gendered attitudes and behavior between waves 1 and 2. The results indicate that partnered focal children with mothers who were consistently egalitarian over time are more egalitarian as adults compared to partnered focal children with mothers who became more egalitarian over time (for all focal children and partnered daughters only) or who were consistently traditional. Furthermore, having a mother who was at least egalitarian at wave 1 is associated with higher egalitarianism among partnered focal children than having a mother who was traditional but became more egalitarian over time (for daughters only) or who was consistently traditional across both waves of data. These results underscore the importance of mother's early gender ideology in children's formation of subsequent orientations about gender.

[Table 6.11 about here]

Partnered daughters and sons are more gender egalitarian when their mothers modeled consistently low housework time compared to their counterparts with mothers who modeled consistently high housework time. There is also evidence that daughters with mothers who modeled low housework at wave 1 and high housework at wave 2 are more egalitarian than daughters with mothers who were consistently traditional across waves. Daughters and partnered sons with mothers who had high housework at wave 1 and low housework at wave 2 are more egalitarian than their counterparts with mothers who consistently modeled high housework time.

As shown in Table 6.11, daughters with mothers who were consistently egalitarian do less housework on average than daughters with mothers who became more traditional (20 versus 25 hours among all daughters). Partnered daughters with mothers whose gender ideology become less egalitarian with time also do more housework on average (39 hours per week) than daughters with mothers who became more egalitarian with time (23 hours per week) and daughters with mothers who were consistently traditional (27 hours per week). None of the differences in the housework of sons by measures of consistency in mother's gender ideology are statistically significant.

Daughters with mothers who modeled consistently low housework time do less housework on average than daughters with mothers who modeled consistently high housework time (20 versus 26 hours per week among all daughters). Furthermore, daughters with a mother who modeled inconsistent housework time between waves 1 and 2 do fewer hours of housework than daughters with mothers who modeled high housework across both waves. While this is somewhat consistent

with what we observed in the previous section (i.e., that mother's later housework time, but not earlier time, is negatively associated daughter's adult housework time), it also suggests that consistency matters. Sons with mothers who modeled consistently low housework do less housework on average than sons with mothers who modeled consistently high housework, while the housework time of partnered sons does not appear to be associated with measures of maternal housework consistency.

Partnered daughters with consistently egalitarian mothers do a smaller percentage of the total housework in their partnership compared to their counterparts whose mothers were consistently traditional or who were traditional at wave 1 and were more egalitarian by wave 2 (see Table 6.11). This finding is somewhat consistent with the results in the previous section indicating that a mother's early gender ideology is significantly and negatively associated with the daughters share of the couple's total housework. Partnered sons with mothers who became less egalitarian with time do a smaller share of the couple's total housework than sons with mothers who were consistently traditional.

Table 6.12 presents OLS regression coefficients of maternal consistency on all and partnered focal children's gender ideology, overall housework time, and percentage of couple's housework time. The results presented in Table 6.12 are from models that control for additional maternal and child characteristics. (See Tables A6.5–A6.7 in the appendix for a full list of results.) The results generally support what was observed in the bivariate analysis in Table 6.11. Although a consistently egalitarian mother have children who are more egalitarian on average than

consistently traditional mothers, there is also evidence that timing matters. That is, children with mothers who were egalitarian at wave 1 and traditional at wave 2 were more egalitarian than their counterparts whose mothers were consistently traditional (results for partnered daughters suggestive at the $p < .10$). However, the gender ideology of focal children with mothers who started out traditional but became more egalitarian with time is not different than those with mothers who started off and remained traditional. These findings underscore the important role maternal attitudes play early in a child's life.

[Table 6.12 about here]

The third and fourth columns of results show the relationship between measures of mother's consistency and children's housework time in adulthood. Daughters with mothers who model consistently low housework do less housework on average than daughters with mothers who model consistently high housework. Furthermore, daughters with mothers who modeled inconsistent housework (i.e., housework that went from low to high or high to low) also do less housework on average than their counterparts with consistently high housework mothers. Among all sons, having a mother who modeled low housework time, whether consistently or during either early or late childhood, is associated with doing less housework as an adult compared with sons whose mothers modeled consistently high housework time. Measures of maternal gender ideology and housework consistency do not appear to be significant predictors of a partnered son's housework time.

The final column of results focuses on partnered focal children's percentage of total housework. Somewhat consistent with what we observed in the previous

section, having a mother who is consistently egalitarian is associated with doing a smaller share of the couple's total housework than having a mother who is consistently traditional. The results, however, also indicate that daughters with an inconsistent mother who was egalitarian at wave 1 and traditional at wave 2 also do a smaller share of the couple's total housework relative to daughters with consistently traditional mothers ($p < .10$). These results suggest at the very least that early maternal attitudes influence the share of housework daughters perform in their own partnership. Nothing about mother's consistency in gendered attitudes or housework behavior appears to be associated with how much of a couple's total housework sons complete.

Summary

Using a subsample of focal children who were ages 2–11 at wave 1 of the NSFH and ages 10–17 at wave 2, this chapter elaborates on the process of intergenerational learning by examining two specific aspects: 1) the role of earlier and later parental effects on children's subsequent gendered attitude and behavior formation; and 2) the role of parental change in the process of transmitting attitudes and behaviors from parents to children. The results in this chapter present one of the first looks using nationally representative data at the degree to which parents' gendered attitudes and behavior actually changed over time, whether the characteristics of parents assessed at different points in a child's life are associated with children's subsequent gendered attitudes and behavior in adulthood, and how the process of transmitting gendered

attitudes and behavior varies by whether mothers are more or less consistent in their attitudes and behavior over time.

The results in this chapter indicate that the timing and consistency of parental attitudes and behavior matter differently for the formation of gendered attitudes and the adoption of housework behavior. For both daughters and sons, a mother's early attitudes and early housework behavior (among daughter only) and later housework (among partnered sons only) are significant predictors of children's orientations toward gender in adulthood. Furthermore, results from analyses assessing trajectories of change across waves 1 and 2 underscore the importance of timing. That is, among daughters, mothers who start out egalitarian raise egalitarian children, regardless of whether they remain egalitarian or become more traditional with time. Mothers, however, who start out traditional and become more egalitarian over time, raise children who are no more or less egalitarian than those with mothers who were consistently traditional. The effect of maternal housework on a daughter's gender ideology is similar. Early maternal housework is a significant predictor of a daughter's egalitarianism and the results assessing change over time reinforce the importance of timing. That is, early maternal housework negatively predicts a daughter's housework time. If consistency was all that mattered, we might expect to find the association between consistently modeling low housework and a daughter's gender ideology to be the only significant relationship. But, in fact, daughters with a mother who models low housework at wave 1 and high housework at wave 2 are also more egalitarian than their counterparts with consistently high houseworking mothers. These findings point to the importance of early maternal housework behavior for the

formation of a daughter's orientations about women's and men's roles. Although only mother's early gender ideology appears to matter for sons, the pattern of results from assessing change over time are similar to daughters and suggest that timing, more than consistency, is an important predictor when it comes to children's adult gender-role attitudes.

Maternal timing and consistency appears to be differentially associated with daughters and sons adult housework time. The findings for daughters indicate that timing may be more important than consistency. Later maternal housework time is positively associated with a daughter's adult housework time. Results from analyses of change over time reinforce the importance of later maternal housework. While daughters with mothers who modeled consistently low housework over time do less housework, so too do daughters with mothers who modeled low housework at wave 2 but high housework at wave 1. The story appears to be somewhat different for sons when it comes to their adult housework time. If a mother models low housework, her son does less housework in adulthood and this finding does not appear to be sensitive to when low housework was modeled or whether it was a consistent behavior over the course of a son's childhood.

Some of the results for partnered focal children are similar to those for the full sample of young focal children. However, some of the associations become weaker or lose statistical significance altogether, suggesting that something about being partnered, whether it is the likelihood of being slightly older, the influence of having young children, or of having a partner with his/her own gendered attitudes and

behavior to negotiate, reduces the strength of the link between parental influence and children's adult outcomes.

Finally, like the formation of ideas about women's and men's roles, early exposure to a mother's gender-role attitudes is associated with the share of a couple's total housework completed by partnered daughters. Furthermore, the timing of exposure seems to be more salient to a daughter's adoption of specialized housework behavior, than whether mother's attitudes change. While these results suggest that the maternal factors explaining children's overall housework behavior and how they share housework with a spouse differ (at least among daughters), the importance of timing remains superior to measures of maternal consistency regardless of the housework outcome.

Taken together with previous work on parental influence and child outcomes (Alwin and Thornton 1984; Duncan, Yeung, Brooks-Gunn, and Smith 1998), the results in this chapter underscore the importance of early parental attitudes and behaviors. In addition, as Cunningham (2001b) notes, research in this area extends what we know about early (and late) parental influence from cognitive abilities and educational attainment to gendered family practices. These findings, however, are not entirely consistent with previously published work on the intergenerational transmission of gendered attitudes and behavior, highlighting the need for more research in this area. Cunningham finds that *early* behaviors (maternal employment on the part of daughters and parental division of labor on the part of sons) are important predictors of children's adult gendered division of labor, *early* and *later* maternal attitudes are salient for children's adoption of gender-role attitudes, and

early maternal attitudes and *later* parental division of labor are important to the formation of children's ideal allocations of housework (Cunningham 2001a; Cunningham 2001b). While the results in this dissertation indicate that early maternal employment is not a significant predictor of a daughter's housework behavior, the findings suggest that early maternal behavior in the form of housework is salient to both daughters and sons (although only suggestive of significance among sons at $p < .1$). One reason for differences across studies is that measures of maternal influence and children's gendered outcomes are not directly comparable. Another reason may be the result of the age of children when parents were observed. It may very well be the case that, as Cunningham (2001b) finds, parental attitudes expressed in the child's first year of life are too complex for children to understand, let alone internalize and then activate in adulthood when the allocation of housework is negotiated within a partnership. However, the research presented here suggests that parental attitudes observed before children reach age 15 (the age at which Cunningham observes "later" maternal attitudes) are an important predictor of how daughters divide housework in their unions. Furthermore, Cunningham (2001a) finds that early maternal gender-role attitudes are associated with children's ideal allocation of housework, suggesting that something about mother's orientations toward the roles of women and men has implications for how children come to both think about and invoke these roles.

The research presented in this chapter again suggests that the factors of parental influence associated with overall housework performance are different than those associated with the division of housework between partners. Children's performance of housework in adulthood appears to be somewhat influenced by the

degree of housework that took place when they were young. However, decisions about how to divide housework—an act that is arguably imbued with ideas about the roles of women and men, is, at least among daughters, determined in part by the gender-role attitudes that their mothers expressed. Furthermore, the maternal attitudes expressed in early childhood appear to have a lasting influence on how daughters adopt gender specialized housework roles.

Chapter 7: Conclusions

The results in this dissertation provide the first look using nationally representative data of the enduring effect parents have on children and provides in somewhat greater detail an assessment of the extent to which the family is the proving ground for early ideas about gender. The findings move beyond current available research and extend what we know about the role of parental influence from a number of child outcomes such as political values and orientations, cognitive ability, and educational attainment to gendered family attitudes and behaviors. Most parents hope that what they do when children are young stays with their children as they grow. To some degree, the results presented in this dissertation are consistent with this idea. Parents are an important source of socialization—acting as verbal persuaders and role models in the lives of children—and they have an enduring effect on children’s gendered outcomes in adulthood. However, using some of the best data available to date, this dissertation shows that the process is complex and under certain circumstances, children’s current adult roles trump early parental gendered influence.

Focal Children’s Adult Gender Ideology

If this dissertation was limited to measures of maternal influence only, like most of the literature in this area, what would we find? In short, we would find that the results are largely consistent with findings from previous research. As summarized in Table 7.1, the results indicate that mothers who express egalitarian attitudes about

women's and men's gender roles have children who are more egalitarian on average than those with mothers who express more conventional views of women and men. Exposure to a working mother also has a liberalizing effect on daughters and this may be because working mothers tend to have more egalitarian views or because children with working mothers witness their mothers taking on what has historically been nontraditional roles for women.

[Table 7.1 about here]

The findings are consistent with previous work in this area that has relied on smaller, locally drawn samples of mother-child pairs and underscore the importance of maternal attitudes and role-modeling behavior in the formation of children's ideas about women's and men's roles (Cunningham 2001a; Moen, Erickson, and Dempster-McClain 1997). These findings are also consistent with work focusing on other attitudinal domains, such as political values and orientations. In ground-breaking work by Jennings and Niemi, the authors found that although the political values of a sample of senior high-school students in 1965 did not resemble those of their parents—thereby lending little support for a model of high transmission from parents to children—historical and life course changes experienced over the subsequent 8 years of the students' lives essentially smoothed the intergenerational antagonisms in political attitudes between parents and children originally observed in 1965 (Jennings and Niemi 1968; Jennings and Niemi 1975; Niemi, Ross, and Alexander 1978). The result was that both the parental and filial generation expressed relatively similar political orientations, suggesting that parental influence mattered.

This dissertation goes beyond the current conceptualization of intergenerational learning where a mother's gender-role attitudes and behaviors are hypothesized to exert direct and independent effects on children's subsequent adult outcomes and considers the interaction of her gendered effects. The results suggest that when measures of mother's gendered ideology and housework are considered in relation to one another, mother's gender ideology is a strong predictor of both a daughter's and son's gender ideology and this relationship holds whether or not a mother's housework is consistent with her ideas (see Table 7.1). In short, these findings suggest that when it comes to imparting ideas about the roles of women and men, a mother's efforts to practice what she preaches may be less important than the simple essence of her message, i.e., her gender ideology. That is, a mother's gender-role attitudes appear to be paramount when considered in relation to her housework behavior.

Lack of correspondence between a mother's gender-role attitudes and housework, however, is not the only way in which children may observe inconsistent messages about gender. In families with two parents present, disagreement between a mother and father about what each considers the appropriate roles of women and men may also exist between parents. Most of the research in this area to date has failed to fully consider the role of both parents in influencing children's adult gendered outcomes. How would the story of intergenerational transmission change or be enhanced if fathers were added to the analysis?

This dissertation takes a first look at the role of both mothers and fathers as sources of influence and examines the independent associations of parent's attitudes

and behaviors as well as whether mother-father (dis)agreement over the appropriate roles of women and men is associated with children's subsequent gendered attitudes and housework. The results (summarized in the first panel in Table 7.1) provide preliminary evidence that among partnered children raised in an intact, two-parent family, a father's gender ideology is significantly and positively associated with a daughter's gender ideology in adulthood. Additionally, having a mother and father who hold similar gender-role attitudes has implications for children's subsequent attitude formation (see third panel of results summarized in Table 7.1). That is, when fathers are added to the analysis and the role of mother-father agreement in gender ideology is considered, the results indicate that daughters with two parents who are *both* egalitarian are themselves more egalitarian on average than daughters with parents who are both traditional. Sons, on the other hand, seem to be less sensitive to mother-father agreement. As long as one parent holds more egalitarian views of women's and men's roles—and especially if it is the mother—a son's gender ideology is more egalitarian on average relative to his peers whose parents are both traditional.

If all we knew about parental influence was based on the reports of mothers and fathers at a single point in time, one general conclusion is that parents matter, particularly the attitudes of mothers, in the formation of children's basic orientations toward the roles of women and men. However, as proponents of the life course perspective argue, how we end up as we do does not happen in a vacuum and cannot be fully understood from a single snapshot at a single point in time. As Elder (1974) notes and as mentioned at the outset, explanatory perspectives that focus too narrowly

on the childhood years, are not by themselves enough for the study of adult outcomes. Understanding human development requires models that account for development and aging over the life course; lives evolve over time and are intertwined within an ever-changing society.

Another contribution of this dissertation is that it conceptualizes the intergenerational transmission of gendered attitudes and behaviors as a dynamic process in which children's exposure to parental effects are not restricted to a single point in time, but are assumed to happen over the course of childhood. As such, sources of parental influence may change and may not remain uniform throughout a child's life. Assessing parents' attitudes and behaviors at multiple points in a child's life, this dissertation examines the role of both earlier and later maternal effects on children's subsequent gender-role attitudes and housework as well as change over time in mother's attitudes and behaviors and the implications this change has on the process of intergenerational learning. When more than one observation of parental influence is added to the analysis, what do we learn?

The results on children's adult gender ideology (summarized in the fourth and fifth panel of Table 7.1) support the notion that the timing of parental effects matters for the formation of children's gendered attitudes in adulthood. For example, earlier maternal attitudes observed at wave 1 when children are age 2–11 positively predict the gender-role attitudes of daughters and sons. Furthermore, there is evidence that earlier maternal housework is also negatively associated with the adult gender-role attitudes of daughters—the more housework a daughter observes her mother doing

when she is young (i.e., between ages 2 and 11), the less egalitarian are her views of women's and men's roles as an adult.

At first blush, analyses assessing maternal change in gender-role attitudes and housework over time suggest that these sources of influence are associated with children's adult gendered attitudes and behaviors in expected ways. For example, mothers who are consistently egalitarian over time raise children who are more egalitarian than their counterparts with consistently traditional mothers. Yet, the significance of a mother's consistency masks the importance of her timing. As the results also indicate, mothers who are egalitarian early on but become more traditional over time raise children who are more egalitarian than mothers who are consistently traditional. Furthermore, regardless of maternal housework modeled at wave 2, mothers who performed low housework at wave 1 have daughters who are more egalitarian on average than their counterparts with mothers who modeled high housework across both waves. These findings suggest that early maternal gender-role attitudes and housework behavior (in the case of daughters), more so than their consistency over time, is salient for children's subsequent ideas about women's and men's roles.

Focal Children's Adult Housework

The transmission of housework from parents to children appears to be less stable and more complex than the transmission of attitudes. The role of maternal influence, such as a mother's gender-role attitudes and behaviors on children's subsequent housework behavior is less clear and the factors that do explain adult housework time appear to

differ for daughters and sons. Among sons, there is evidence that mothers transmit something to sons that is salient to a son's housework time in adulthood. The more housework she does, the more he does (see summary of results presented in Table 7.2). The positive correlation between mother's and son's housework time suggests that the content of transmission may have more to do with household standards than with ideas about the roles of women and men. This relationship is nonexistent among daughters. The amount of time daughters spend on housework tasks is largely a function of their own adult characteristics. Most notably, taking on adult family roles such as becoming a spouse, partner, or parent all increase the amount of time women spend in housework. And this is consistent with previous research that finds marriage and parenthood increase women's housework and crystallize the division of household labor (Sanchez and Thomson 1997).

[Table 7.2 about here]

Results from analyses that assess maternal consistency in gender-role attitudes and housework underscore the previous findings that housework time among adult daughters is less a function of whether a mother modeled behavior consistent with her attitudes and more sensitive to a daughter's own contemporaneous circumstances (see the second panel of results summarized in Table 2). The results for sons, however, again suggest that when it comes to housework, sons may be picking up their mother's ideas about housework standards and cleanliness rather than the appropriate roles of women and men. This is evidenced by the finding that mothers with a traditional gender ideology who model low housework time have sons who do less

housework on average than their counterparts with traditional mothers who model high housework time.

As previously discussed, very little about a mother's gendered attitudes and behaviors observed at wave 1 explains a daughter's housework behavior (see Chapter 4). However, when parental effects observed earlier and later in childhood are considered (i.e., at Wave 1 when children are age 2–11 and Wave 2 when children are age 10–17), a different story emerges (see Chapter 6). The findings in this dissertation suggest that for daughters, *later* maternal housework time is positively associated with a daughter's housework time, regardless of maternal housework time observed at wave 1 (see fourth and fifth panels of results summarized in Table 7.2). So while a daughter's housework behavior is still sensitive to her own contemporaneous circumstances, when measures of maternal behavior are expanded to include observations later in her childhood, the results are consistent with a maternal socialization effect, as well. Among sons, the evidence suggests that maternal housework modeling is relevant to sons throughout their childhood—both earlier and later housework behavior is positively associated with a son's housework time.

Although the housework time of daughters appears to be largely influenced by the practical constraints of current-day obligations, the results in this dissertation indicate that the *division of housework labor* between partners may be sensitive to a mother's gender ideology—particularly among daughters (see Table 7.3 for a summary of results). Furthermore, the attitudes of mothers expressed earlier in a daughter's childhood appear to have a lasting effect on the share of housework a daughter performs within her partnership. Daughters exposed to an egalitarian mother

early on do a smaller share of the combined housework within the partnership than those with mothers who express early traditional attitudes. These results hold even when later observations of mother's gendered behavior and attitudes are considered and underscore the importance of early attitudes originally identified in simpler models presented in Chapter 4.

[Table 7.3 about here]

Taken together, these results are somewhat consistent with the work of others who find that very little about a mother's gender-role attitudes and behaviors account for variation in women's and men's total housework time. Yet, micro-level socialization effects, such as a mother's gender-role attitudes in the case of this research (or maternal employment in the work of others), are important determinants of the *division* of housework among partners (Cunningham 2001b; Treas and Tai 2007). These results further underscore the need to distinguish between the "symbolic" nature of gender implicit in the division of housework among partners from measures of gender equality in the time each partner spends engaged in housework (Treas and Tai 2007). In short, understanding the link between parents' gendered attitudes and behavior and children's subsequent adult gendered outcomes somewhat depends on the measure of gendered behavior considered.

When fathers are added to the analysis, there is some evidence that parental discordance is associated with a focal child's share of the total housework. Focal children with an egalitarian mother and traditional father do a smaller share of the combined housework than their counterparts with two traditional parents, although the association is only suggestive of significance among partnered/intact daughters.

Although the results presented in this dissertation underscore the importance of considering the role of earlier and later parental attitudes and behaviors on children's subsequent gendered outcomes, the results are not entirely consistent with previous work published on the timing of exposure to parental effects. For example, Cunningham (2001b) finds that the early employment status of mothers (i.e., when children were age 1) is an important predictor of a daughter's later division of housework in adulthood (when children were age 31); whereas he finds the early division of housework between mother's and fathers is associated with a son's division of housework in adulthood. The results in this dissertation do not find support for the previous results that early maternal employment predicts children's subsequent division of household labor in adulthood. Rather, the findings in this dissertation suggest that maternal gender-role attitudes expressed when daughters were in young-to-middle childhood is associated with the division of housework in daughters' adult unions. The findings in this dissertation are also suggestive of a relationship between a mother's early housework behavior and the amount of a housework a son performs in a partnership—lending some support to Cunningham's (2001b) overall finding that early maternal behaviors, more so than later behaviors or gender-role attitudes, are salient to children's adoption of gendered behavior.

One reason the results in this dissertation may be inconsistent with previous work in this area is because measures of parental influence and children's gendered outcomes are not entirely comparable. Small differences in how measures are operationalized may result in slightly different results. Another reason for differences across studies is that the age of children when parental effects are assessed differs.

Cunningham's (2001a; 2001b) "early" observation of maternal attitudes was measured when children were aged one. While controlling for age variation, this dissertation had a wider range of ages when "early" maternal attitudes are assessed (i.e., focal children were between the ages of 2 and 11). It is probably the case, as Cunningham (2001b) argues, that maternal attitudes expressed when children are young (i.e., within the first year of life) are too complex for children to understand, internalize, and adopt as their own. However, the research presented here suggests that parental attitudes observed before children reach age 15 (the age at which Cunningham observes "later" maternal attitudes) are still relevant to the formation of children's basic orientations toward gender, particularly among daughters.

Explaining Focal Children's Gender-Role Attitudes and Housework: The Contribution of Competing Frameworks

This dissertation also offers a new perspective on intergenerational transmission by examining not only how parent's gender-role attitudes and behaviors, such as housework and market work, are associated with children's adult gendered attitudes and housework, but also by assessing the contribution of competing explanations that account for variation in these adult outcomes. For example, among both daughters and sons, a mother's race, education, religion, and residential characteristics explained about 50 percent more of the variation in focal children's gender ideology than models which included only measures of mother's gendered attitudes and behaviors. Focal children's own characteristics, such as their age, marital status, education, number of own female children aged 12–18, and their own housework

time were also important predictors—substantially contributing to the amount of explained variance in children’s adult gender ideology.

The contribution of mother’s fixed characteristics and focal children’s own adult characteristics in explaining the housework behavior of focal children differed considerably between daughters and sons. Mother’s characteristics explain relatively little about a daughter’s housework time compared to her own characteristics. A son’s housework, on the other hand, appears to be largely influenced by the characteristics of his mother including not only her housework behavior but also her age at the birth of her son, race, education, religion, and residential characteristics. In short, the housework of sons is determined by a combination of factors that reflect both past and current experiences while a daughter’s housework time is largely a function of her own contemporaneous circumstances—her current roles largely trump maternal influence when it comes to housework.

Summary and Directions for Future Research

This dissertation, using nationally representative data, provides a first look at the dynamic relationship between a parent’s gender-role attitudes and behaviors and their children’s subsequent gender-role attitudes and behaviors as adults. While the positive association between parents and children’s gender-role attitudes appears to be supported in this research, the nature of parental role-modeling such gendered behaviors as housework are less clear. On the one hand, the results suggest that children may be picking up cues about household cleanliness and standards in mother’s housework time rather than ideas about women’s and men’s roles.

Assessing the degree to which a mother's housework is an expression of housework standards merits further examination, but is unfortunately an important source of variation that the NSFH does not measure.

However, if housework role modeling is transmitting ideas about the roles of women and men from parents to children, the findings have different implications for daughters and sons. The results indicate that the more housework mothers do, the more focal children do, suggesting that perhaps one pathway by which to increase a son's housework time as an adult is through a mother modeling consistently high housework time throughout childhood. Yet, a daughter's observations of high housework modeling in later childhood may in effect only reinforce her specialization within this domain. Thus, if the goal is social change toward less gender-differentiated behavior in the home and market place, parents may need to think more strategically about how they model housework and impart lessons that promote an egalitarian gendered division of labor.

In a few cases, there are nonfindings that are arguably just as interesting, and in some cases as surprising, as what *was* found. For example, one of the main contributions of this dissertation was the inclusion of fathers with the expectation that their attitudes and behaviors were important to children's subsequent gendered outcomes. Yet, one of the main conclusions in this dissertation not emphasized in previous work on the transmission of gendered attitudes and behaviors—mostly because the data available for such an analysis has been limited—is the relatively important role of mother's characteristics in influencing children's gendered outcomes and the somewhat less important role of fathers. Unlike previous research,

which found that both fathers and mothers play an important role in the transmission of values (Kohn, Slomczynski, and Schoenbach 1986), the research in this dissertation indicates that mothers play the predominant role for both daughters and sons. Furthermore, not only did the influence of fathers appear less salient to the formation of focal children's gendered attitudes and behavior, but there was very little support that the process of intergenerational learning works most efficiently through the same-sex parent-child dyad. In fact, a father's gender-role ideology appeared only to be associated with a daughter's, not a son's, subsequent gendered attitudes. However, partnered/intact focal children, which is the sample on which father influence could be tested, arguably comprise a select group of individuals. Future research should look more broadly at parental influence among all focal children raised with a father or at least among those who have not yet partnered—a status that appears to reduce the strength of the relationship between parental influence and children's adult outcomes.

The process of raising children is in the hands of many socializing agents. Some of what children learn is provided by those who are socially responsible for teaching them, such as parents and teachers. Some of what children learn is through their own agency and social curiosity. And, children also learn from interacting with those around them, such as other knowledgeable adults and members of their peer group.

This dissertation examined one particular type of socialization—the intergenerational learning of gendered attitudes and behavior—and it largely focused on one specific source of influence—parents. As mentioned at the outset, parents

often try to influence the ideas and behaviors of their children, in part because they assume that what they do matters for children's development and eventual future achievement and success. To some degree, the results presented in this dissertation are consistent with this idea. Parents' attitudes and behaviors appear to be linked to children's formation and adoption of gender-role attitudes and particular housework behavior. However, as the results suggest, the process of forming orientations about gender is complex and this dissertation is limited in the degree to which it can claim that parents' own ideas about gender *cause* children's gendered outcomes in adulthood.

Limitations on the degree to which parents are directly responsible for children's gendered outcomes may be because they are not the only sources of influence in children's lives. Teachers, the media, other adults and family members, and peers all undoubtedly influence children. For example, in her ethnography on children's daily lives in school, Thorne (1993) argues that children, as well as parents and teachers, are active participants in constructing gender. Collective practices in school such as choosing seats, forming lines, teasing, engaging in and avoiding particular activities all reinforce the process of learning and adopting gendered ideas and behavior.

This dissertation focused on the orientations and behavior of parents. However, parents likely influence their children in other ways. For example, they actively encourage their children to engage in sex-typed play activities and they use differential language when speaking to daughters versus sons (Adams, Kuebli, Boyle, and Fivush 1995; Kuebli, Butler, and Fivush 1995; Leaper, Anderson, and Sanders

1998; Lytton and Romney 1991; MacDonald and Parke 1986; Witt 1997). Although parents model particular housework arrangements, they also ask their children to participate in housework in gender-stereotypical ways with girls spending more time overall doing housework and more time in female-typed tasks than boys (Antill, Goodnow, Russell, and Cotton 1996; Blair 1992a; Blair 1992b; Duncan and Duncan 1978; Gager, Cooney, and Call 1999; Gager and Sanchez 2004; Goldscheider and Waite 1991; Lawrence and Wozniak 1987; Timmer, Eccles, and O'Brien 1985; White and Brinkerhoff 1981). Differential allocation and remuneration of housework to children based on gender undoubtedly has implications for how children think about and adopt gender-stereotypical behavior. Yet to date, very little research has focused on the link between children's own behaviors in childhood and their subsequent gendered behavior in adulthood.

Furthermore, that data used in this dissertation, while arguably some of the best we have in terms of tracking lives across time, are limited by the relatively large gaps between surveys. Wide gaps in data collection limit the extent to which one can make claims about the degree to which parents cause children to adopt particular gender-role attitudes or perform housework in a certain way. Thus, although this dissertation focused on the attitudes and behaviors of parents, research and theory that captures the attitudes and behaviors of both parents and children—when children are young as well as in adulthood—and that includes multiple waves of data from observations taken at a higher frequency across the life course, is needed to compliment our understanding of intergenerational learning and to help shed light on

the ways in which children come to hold and invoke particular orientations toward gender in adulthood.

Tables

Table 3.1. Number of Adult Focal Children at Wave 3 by Sample Restrictions

| | Adult Focal Children at Wave 3 | |
|--|--------------------------------|--------------|
| | Number | Percentage |
| Focal Child Analytical Sample | | |
| All focal children eligible for interview ^a | 4128 | 100.0 |
| Not interviewed at wave 3 | 2176 | 52.7 |
| Interviewed at wave 3 ^b | 1952 | 47.3 |
| Of completed, dropped because... | 1952 | 100.0 |
| Lived with a single father at wave 1 | 50 | 2.6 |
| Missing data on housework | 14 | 0.7 |
| Missing data on gender ideology | 24 | 1.2 |
| Sampe Size | 1864 | 100.0 |
| Female focal children | 1011 | 54.2 |
| Male focal children | 853 | 45.8 |
| Partnered Focal Children Analytical Sample | | |
| Focal child analytical sample | 1864 | 100.0 |
| Dropped because... | | |
| Not married or cohabiting | 957 | 51.3 |
| Missing partner's housework information | 0 | 0.0 |
| Sampe Size | 907 | 100.0 |
| Female focal children | 540 | 59.5 |
| Male focal children | 367 | 40.5 |
| Partnered/Intact Focal Children Analytical Sample | | |
| Partnered focal child analytical sample | 907 | 100.0 |
| Dropped because... | | |
| Not raised in an intact, two-parent family | 499 | 55.0 |
| Missing partner's housework information | 0 | 0.0 |
| Sample size | 408 | 100.0 |
| Female focal children | 236 | 57.8 |
| Male focal children | 172 | 42.2 |

^aEligible for an interview means they were at least 10 years of age at wave 2.

^bOf the 1952, 1523 completed a wave 2 interview; 982 did not.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 3.2. Means and Proportions of Focal Children's Adult Characteristics at Wave 3 by Focal Children's Partnered and Intact Status

| | Adult Daughters | | | | Adult Sons | | | |
|--------------------------------|--------------------|------------------------|-------------------|-----------------------------|---------------------|------------------------|------------------|-----------------------------|
| | Total [A] | Raised in an Intact | | Partnered/ Intact [D] | Total [A] | Raised in an Intact | | Partnered/ Intact [D] |
| | | Family [B] | Partnered [C] | | | Family [B] | Partnered [C] | |
| Mean age | 26.0 ^{bc} | 26.2 ^{de} | 27.5 ^f | 28.2 | 25.8 ^{bc} | 25.4 ^{de} | 28.5 | 28.5 |
| Married | 40.4 ^{bc} | 38.6 ^{de} | 71.9 | 75.1 | 27.4 ^{bc} | 25.9 ^{de} | 67.5 | 71.4 |
| Cohabiting | 15.8 ^{bc} | 12.8 ^{de} | 28.1 | 24.9 | 13.2 ^{bc} | 10.4 ^{de} | 32.5 | 28.6 |
| Single | 43.8 ^{bc} | 48.6 ^{de} | 0.0 | 0.0 | 59.5 ^{bc} | 63.7 ^{de} | 0.0 | 0.0 |
| Years of education | 13.4 ^c | 13.8 ^d | 13.4 ^f | 13.9 | 13.1 ^{ac} | 13.3 ^{de} | 13.3 | 13.6 |
| College educated | 23.5 ^{bc} | 29.6 ^d | 23.9 ^f | 32.7 | 18.4 ^{abc} | 21.1 ^d | 25.7 | 31.2 |
| Own child under age 19 present | 47.1 ^{bc} | 44.2 ^{de} | 64.9 | 67.5 | 25.9 ^{bc} | 24.0 ^{de} | 56.4 | 55.5 |
| Own child under age 5 present | 35.3 ^{bc} | 34.3 ^{de} | 50.1 | 55.1 | 18.8 ^{bc} | 18.3 ^{de} | 42.8 | 46.1 |
| Number of children age 0 to 4 | 0.5 ^{bc} | 0.4 ^{de} | 0.6 | 0.7 | 0.2 ^{bc} | 0.2 ^{de} | 0.5 | 0.6 |
| Number of children age 5 to 11 | 0.4 ^{bc} | 0.4 ^{de} | 0.6 | 0.6 | 0.2 ^{bc} | 0.2 ^{de} | 0.4 | 0.3 |
| Number of girls age 12 to 18 | 0.0 | 0.0 ^d | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of boys age 12 to 18 | 0.0 | 0.0 ^d | 0.0 | 0.0 | 0.0 ^a | 0.0 ^d | 0.0 | 0.0 |
| Employed | 74.2 | 73.7 | 77.2 | 78.5 | 82.7 ^{bc} | 80.5 ^{de} | 95.4 | 96.5 |
| Usual hours worked per week | 27.5 | 26.8 ^d | 29.4 | 29.5 | 35.5 ^{bc} | 34.4 ^{de} | 42.3 | 43.4 |
| N | 1011 | 489 | 540 | 236 | 853 | 445 | 367 | 172 |

^aDifferences between total and raised in an intact family statistically significant at the p. <0.05.

^bDifferences between total and partnered statistically significant at the p. <0.05.

^cDifferences between total and partnered/intact statistically significant at the p. <0.05.

^dDifferences between raised in an intact family and partnered statistically significant at the p. <0.05.

^eDifferences between raised in an intact family and partnered/intact statistically significant at the p. <0.05.

^fDifferences between partnered and partnered/intact statistically significant at the p. <0.05.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 3.3. Average Gender-Role Attitudes of Adult Focal Children at Wave 3^a

| | Adult Daughters | Adult Sons | |
|--|--------------------|---------------|---|
| All Focal Children | | | |
| Overall gender ideology score | 10.7 | 9.9 | * |
| It is all right for mother to work when youngest < age 5 | 3.5 | 3.2 | * |
| Much better if man earns living; woman stays home | 3.8 | 3.5 | * |
| Preschool children suffer when mother is employed | 3.4 | 3.2 | * |
| N | 1011 | 853 | |
| Partnered Focal Children | | | |
| Overall gender ideology score | 10.5 | 9.6 | * |
| It is all right for mother to work when youngest < age 5 | 3.5 | 3.3 | * |
| Much better if man earns living; woman stays home | 3.6 | 3.4 | * |
| Preschool children suffer when mother is employed | 3.3 | 3.0 | * |
| N | 540 | 367 | |
| Partnered Focal Children Raised in an Intact Family | | | |
| Overall gender ideology score | 10.2 | 9.4 | * |
| It is all right for mother to work when youngest < age 5 | 3.5 | 3.1 | * |
| Much better if man earns living; woman stays home | 3.5 | 3.4 | |
| Preschool children suffer when mother is employed | 3.3 | 2.8 | * |
| N | 236 | 172 | |

^aSee Table A3.3 for exact wording of questions. The scoring on individual items ranges from 1-5 while the overall gender ideology score ranges from 3 to 15. Higher scores indicate a more egalitarian gender ideology.

*Differences between daughters and sons statistically significant at the $p < 0.05$.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 3.4. Average Hours per Week in Housework Tasks and Percentage of Total Housework Spent on Female-Typed Tasks among Focal Children and their Spouse/Partners at Wave 3

| | All Focal Children | | All Partnered Focal Children | | Partnered Focal Children Raised in Intact Family | |
|---|--------------------|------------|------------------------------|------------|--|------------|
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Focal Child | | | | | | |
| Female-typed housework tasks | 21.4 | 11.8 | 25.1 | 12.6 | 24.2 | 12.8 |
| Prepare meals | 5.2 | 3.1 | 6.4 | 3.4 | 6.2 | 3.3 |
| Wash dishes | 4.4 | 2.4 | 5.2 | 2.8 | 5.0 | 3.0 |
| Clean house | 5.9 | 3.0 | 6.8 | 3.3 | 6.3 | 3.3 |
| Clothes care (wash, iron, mend) | 3.7 | 1.8 | 4.2 | 1.4 | 4.1 | 1.4 |
| Shop for groceries | 2.2 | 1.4 | 2.5 | 1.7 | 2.5 | 1.7 |
| Other housework tasks | 4.4 | 6.1 | 5.0 | 7.2 | 4.9 | 7.2 |
| Outdoor chores | 1.0 | 2.8 | 1.2 | 3.6 | 1.3 | 3.7 |
| Pay bills | 1.5 | 1.4 | 1.6 | 1.5 | 1.4 | 1.5 |
| Maintain automobiles | 0.2 | 1.1 | 0.1 | 1.0 | 0.2 | 1.0 |
| Driving | 1.6 | 0.7 | 2.1 | 1.1 | 2.0 | 1.1 |
| Total housework time (hours per week) | 25.8 | 17.9 | 30.1 | 19.8 | 29.1 | 20.0 |
| % of housework time on female-typed tasks | 82.9 | 66.1 | 83.7 | 62.5 | 83.2 | 62.5 |
| Spouse/Partner of Focal Child | | | | | | |
| Female-typed housework tasks | — | — | 10.1 | 22.0 | 9.6 | 22.2 |
| Prepare meals | — | — | 2.7 | 6.1 | 2.6 | 6.2 |
| Wash dishes | — | — | 2.0 | 4.3 | 1.9 | 4.3 |
| Clean house | — | — | 2.6 | 5.7 | 2.4 | 5.9 |
| Clothes care (wash, iron, mend) | — | — | 1.5 | 3.3 | 1.4 | 3.4 |
| Shop for groceries | — | — | 1.4 | 2.6 | 1.3 | 2.4 |
| Other housework tasks | — | — | 6.3 | 8.8 | 6.1 | 8.9 |
| Outdoor chores | — | — | 2.9 | 1.0 | 3.0 | 1.0 |
| Pay bills | — | — | 1.2 | 1.8 | 1.2 | 1.9 |
| Maintain automobiles | — | — | 1.2 | 0.0 | 0.9 | 0.0 |
| Driving | — | — | 0.9 | 6.0 | 1.0 | 6.0 |
| Total housework time (hours per week) | — | — | 16.5 | 30.8 | 15.7 | 31.1 |
| % of housework time on female-typed tasks | — | — | 58.6 | 66.5 | 58.7 | 67.6 |
| Focal child's % of total housework | — | — | 65.2 | 39.2 | 64.8 | 39.0 |
| N | 1011 | 853 | 540 | 367 | 236 | 172 |

Note. All differences between daughters and sons, except time spent paying bills, are statistically significant at the $p < 0.05$.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 3.5. Mothers' and Fathers' Gender Ideology, Housework, and Employment Characteristics at Wave 1 by Focal Children's Partnered and Intact Status

| | All Focal Children | | All Partnered Focal Children | | Partnered Focal Children Raised in Intact Family | |
|---|--------------------|------------|------------------------------|------------|--|------------|
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Mother's Gender Ideology at Wave 1 | | | | | | |
| Overall average gender ideology score | 9.2 | 9.3 | 8.8 | 9.6 | 8.3 | 9.2 |
| All right for mother to work when youngest <age 5 | 3.6 | 3.6 | 3.4 | 3.8 | 3.1 | 3.7 |
| Much better if man earns living; woman stays home | 2.7 | 2.8 | 2.6 | 2.9 | 2.5 | 2.7 |
| Preschool children suffer when mother is employed | 2.9 | 2.8 | 2.8 | 2.9 | 2.6 | 2.8 |
| Mother's Housework at Wave 1 | | | | | | |
| Female-typed housework tasks | 30.1 | 30.7 | 31.3 | 29.3 | 33.4 | 29.7 |
| Prepare meals | 9.7 | 9.5 | 10.3 | 9.1 | 10.9 | 9.3 |
| Wash dishes | 5.2 | 6.1 | 5.2 | 5.6 | 5.4 | 5.6 |
| Clean house | 7.9 | 8.0 | 8.1 | 7.5 | 8.9 | 7.8 |
| Clothes care (wash, iron, mend) | 4.5 | 4.4 | 4.8 | 4.5 | 5.1 | 4.7 |
| Shop for groceries | 2.8 | 2.7 | 3.0 | 2.6 | 3.1 | 2.4 |
| Other housework tasks | 5.8 | 5.8 | 6.2 | 5.7 | 6.5 | 4.9 |
| Outdoor chores | 1.5 | 1.8 | 1.8 | 1.7 | 1.8 | 1.4 |
| Pay bills | 1.5 | 1.5 | 1.6 | 1.5 | 1.5 | 1.2 |
| Maintain automobiles | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 |
| Driving | 2.6 | 2.4 | 2.7 | 2.3 | 3.1 | 2.2 |
| Total housework time (hours per week) | 35.9 | 36.4 | 37.5 | 35.0 | 39.9 | 34.6 |
| % of housework time on female-typed tasks | 79.1 | 80.1 | 80.4 | 80.0 | 81.8 | 81.2 |
| Maternal Employment at Wave 1 | | | | | | |
| % employed | 64.9 | 64.3 | 67.1 | 68.5 | 67.8 | 67.8 |
| Father's Gender Ideology at Wave 1 | | | | | | |
| Overall average gender ideology score | — | — | — | — | 7.9 | 7.7 |
| All right for mother to work when youngest <age 5 | — | — | — | — | 3.1 | 3.0 |
| Much better if man earns living; woman stays home | — | — | — | — | 2.4 | 2.4 |
| Preschool children suffer when mother is employed | — | — | — | — | 2.5 | 2.3 |
| Father's Housework at Wave 1 | | | | | | |
| Female-typed housework tasks | — | — | — | — | 3.5 | 5.3 |
| Prepare meals | — | — | — | — | 0.9 | 1.6 |
| Wash dishes | — | — | — | — | 1.0 | 1.4 |
| Clean house | — | — | — | — | 0.8 | 1.0 |
| Clothes care (wash, iron, mend) | — | — | — | — | 0.2 | 0.4 |
| Shop for groceries | — | — | — | — | 0.6 | 1.0 |
| Other housework tasks | — | — | — | — | 7.2 | 7.5 |
| Outdoor chores | — | — | — | — | 3.9 | 4.1 |
| Pay bills | — | — | — | — | 0.8 | 0.8 |
| Maintain automobiles | — | — | — | — | 1.7 | 1.5 |
| Driving | — | — | — | — | 0.9 | 1.1 |
| Total housework time (hours per week) | — | — | — | — | 10.7 | 12.8 |
| Father's % of couple's total housework | — | — | — | — | 21.5 | 28.8 |
| N | 1011 | 853 | 540 | 367 | 236 | 172 |

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 3.6. Means and Percentage Distributions of Mother's Demographic, Education, Religious, and Geographic Characteristics at Wave 1 by Focal Children's Partnered and Intact Status

| | All Focal Children | | All Partnered Focal Children | | Partnered Focal Children Raised in Intact Family | |
|---|--------------------|------------|------------------------------|------------|--|------------|
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Mother's Characteristics at Wave 1 | | | | | | |
| Age at focal child's birth | 25.8 | 25.8 | 25.1 | 25.3 | 26.2 | 26.2 |
| | 5.7 | 5.6 | 5.8 | 5.7 | 5.8 | 5.6 |
| Race | | | | | | |
| White, non-Hispanic ^a | 66.1 | 66.3 | 72.0 | 70.1 | 71.2 | 64.0 |
| Black | 12.2 | 10.3 | 5.1 | 7.3 | 5.1 | 5.0 |
| Hispanic origin | 21.7 | 23.4 | 22.9 | 22.6 | 23.8 | 31.0 |
| College educated | 15.7 | 20.6 | 11.8 | 16.3 | 15.6 | 17.1 |
| Married/cohabiting | 74.3 | 80.2 | 74.2 | 77.3 | 100.0 | 100.0 |
| Religion | | | | | | |
| Catholic | 35.0 | 28.4 | 37.6 | 21.1 | 41.4 | 20.3 |
| Protestant (fundamentalist) | 30.5 | 29.7 | 28.4 | 31.8 | 28.8 | 31.5 |
| Protestant (nonfundamentalist) | 24.3 | 28.6 | 25.4 | 33.9 | 23.9 | 35.8 |
| Some other religious affiliation | 3.7 | 5.8 | 2.7 | 4.5 | 2.7 | 2.6 |
| No religious affiliation | 6.5 | 7.5 | 5.9 | 8.7 | 3.2 | 9.8 |
| Region of residence | | | | | | |
| Northeast | 16.3 | 16.3 | 16.4 | 17.2 | 14.6 | 13.1 |
| North central | 25.4 | 29.6 | 24.5 | 30.2 | 22.8 | 28.4 |
| South | 36.6 | 30.4 | 33.3 | 29.7 | 32.9 | 31.4 |
| West | 21.7 | 23.7 | 25.8 | 22.9 | 29.7 | 27.2 |
| Resides in an urban area | 73.8 | 73.9 | 69.8 | 71.4 | 71.1 | 65.9 |
| N | 1011 | 853 | 540 | 367 | 236 | 172 |

^aAmong all focal children, includes 21 whose mothers reported being American Indian, Asian, of some other race, or who were missing on race at Wave 1.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 3.7. Means and Proportions of Focal Children's Adult Characteristics and Spouse Characteristics at Wave 3 by Focal Children's Partnered and Intact Status

| | All Focal Children | | Focal Children who are Partnered | | Partnered Focal Children Raised in Intact Family | |
|---|--------------------|------------|----------------------------------|------------|--|------------|
| | Adult | | Adult | | Adult | |
| | Daughters | Adult Sons | Daughters | Adult Sons | Daughters | Adult Sons |
| Variables for All Focal Children | | | | | | |
| Mean age | 26.0 | 25.8 | 27.5 | 28.5 | 28.2 | 28.5 |
| Married | 40.4 | 27.4 | 71.9 | 67.5 | 75.1 | 71.4 |
| Cohabiting | 15.8 | 13.2 | 28.1 | 32.5 | 24.9 | 28.6 |
| Single | 43.8 | 59.5 | — | — | — | — |
| Years of education | 13.4 | 13.1 | 13.4 | 13.3 | 13.9 | 13.6 |
| College educated | 23.5 | 18.4 | 23.9 | 25.7 | 32.7 | 31.2 |
| Own child under age 19 present | 47.1 | 25.9 | 64.9 | 56.4 | 67.5 | 55.5 |
| Own child under age 5 present | 35.3 | 18.8 | 50.1 | 42.8 | 55.1 | 46.1 |
| Number of children age 0 to 4 | 0.5 | 0.2 | 0.6 | 0.5 | 0.7 | 0.6 |
| Number of children age 5 to 11 | 0.4 | 0.2 | 0.6 | 0.4 | 0.6 | 0.3 |
| Number of girls age 12 to 18 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| Number of boys age 12 to 18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Employed | 74.2 | 82.7 | 77.2 | 95.4 | 78.5 | 96.5 |
| Usual hours worked per week | 27.5 | 35.5 | 29.4 | 42.3 | 29.5 | 43.4 |
| Variables for Partnered Focal Children | | | | | | |
| Time Availability | | | | | | |
| Wife's usual hours worked per week | — | — | — | 28.0 | — | 29.3 |
| Husband's usual hours worked per week | — | — | 40.3 | — | 40.8 | — |
| Relative Resources | | | | | | |
| <u>Education</u> | | | | | | |
| Neither wife nor husband has a college degree | — | — | 66.9 | 64.3 | 54.5 | 58.0 |
| Both wife and husband have a college degree | — | — | 14.1 | 18.2 | 19.6 | 22.3 |
| Wife has a college degree, husband does not | — | — | 9.8 | 10.0 | 13.1 | 10.7 |
| Husband has a college degree, wife does not | — | — | 9.2 | 7.5 | 12.8 | 9.0 |
| Husband's education in years | — | — | 13.2 | 13.3 | 13.9 | 13.6 |
| <u>Income</u> | | | | | | |
| Husband's wage-and-salary income ^a | — | — | 46267 | 45195 | 52885 | 43593 |
| Wife's proportion of couple's income | — | — | 35.2 | 36.2 | 35.9 | 38.2 |
| Percentage imputed on income | — | — | 14.5 | 12.5 | 12.2 | 14.0 |
| <u>Age</u> | | | | | | |
| Wife's and husband's age within 2 years | — | — | 35.7 | 43.9 | 33.9 | 41.1 |
| Wife's age is > than husbands age by 2 years | — | — | 9.1 | 21.6 | 12.0 | 22.5 |
| Husband's age is > than wife's age by 2 years | — | — | 55.2 | 34.5 | 54.1 | 36.4 |
| Husband's age | — | — | 30.9 | 28.5 | 31.0 | 28.5 |
| N | 1011 | 853 | 540 | 367 | 236 | 172 |

^aWage-and-salary income of focal children are inflated to 2008 dollars using the CPI-U.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.1. Means and Standard Deviations of Focal Daughter's and Focal Son's Gender Ideology and Housework Time by Mother's Gender Ideology, Housework Time, and Employment Status

| | Gender Ideology | | | | Housework Time | | | |
|-----------------------------------|-------------------|-------|-------------------|-------|-----------------|--------|-------------------|--------|
| | Adult Daughters | | Adult Sons | | Adult Daughters | | Adult Sons | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Mother's Gender Ideology | | | | | | | | |
| Egalitarian | 11.2 ^a | (2.4) | 10.4 ^a | (2.2) | 25.2 | (15.9) | 17.9 | (9.6) |
| Traditional | 10.2 | (2.7) | 9.4 | (2.7) | 26.3 | (16.6) | 17.9 | (12.2) |
| Mother's Housework Time | | | | | | | | |
| Low housework time | 10.8 | (2.6) | 10.1 ^a | (2.5) | 25.5 | (16.3) | 16.8 ^a | (10.0) |
| High housework time | 10.6 | (2.6) | 9.6 | (2.6) | 26.0 | (16.2) | 19.1 | (11.9) |
| Mother's Employment Status | | | | | | | | |
| Employed | 11.0 ^a | (2.4) | 10.0 ^a | (2.4) | 25.5 | (15.6) | 17.7 | (10.5) |
| Not employed | 10.2 | (2.8) | 9.5 | (2.7) | 26.2 | (17.6) | 18.2 | (11.8) |
| N | 1011 | | 853 | | 1011 | | 853 | |

^aDifferences between 1) egalitarian/traditional gender ideology; 2) low/high housework time; and 3) employed/not employed are statistically significant at the $p < 0.05$.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.2. Zero-Order Correlation Coefficients between Independent Variables and Focal Children's Adult Gender Ideology and Total Housework Time at Wave 3

| | All Adult Focal Children | | | |
|--|--------------------------|------------|----------------------|------------|
| | Gender Ideology | | Total Housework Time | |
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Sources of Maternal Influence | | | | |
| Mother's gender ideology | 0.23 *** | 0.24 *** | -0.08 * | -0.04 |
| Mother's total housework time | -0.07 * | -0.04 | 0.06 * | 0.10 ** |
| Mother employed | 0.14 *** | 0.09 ** | -0.02 | -0.02 |
| Mother's Characteristics | | | | |
| Mothers' age at birth of focal child | -0.03 | -0.02 | -0.09 ** | 0.05 |
| Mother is white, non-Hispanic | 0.00 | 0.05 | -0.07 * | -0.25 *** |
| Mother is black, non-Hispanic | 0.10 ** | 0.06 # | 0.00 | 0.10 ** |
| Mother is some other race/ethnicity | -0.08 * | -0.10 ** | 0.09 ** | 0.20 *** |
| Mother has a college degree or more | 0.05 # | 0.12 *** | -0.11 *** | -0.13 *** |
| Mother is married/cohabiting | 0.00 | -0.04 | -0.04 | -0.05 |
| Mother is Catholic | 0.02 | 0.05 | 0.05 | 0.12 *** |
| Mother is Protestant (fundamentalist) | -0.12 *** | -0.13 *** | 0.07 * | 0.00 |
| Mother is Protestant (nonfundamentalist) | 0.07 * | 0.06 # | -0.10 ** | -0.05 |
| Mother is some other religious affiliation | -0.03 | -0.01 | -0.01 | -0.08 * |
| Mother has no religious affiliation | 0.08 ** | 0.05 | -0.04 | -0.05 |
| Mother lives in northeast | 0.09 ** | 0.11 ** | -0.08 * | -0.09 ** |
| Mother lives in north central | 0.03 | -0.01 | -0.05 | -0.01 |
| Mother lives in south | -0.06 # | -0.05 | 0.10 ** | 0.08 * |
| Mother lives in west | -0.04 | -0.02 | 0.01 | 0.01 |
| Mother lives in an urban area | -0.01 | 0.11 ** | 0.00 | -0.06 # |
| Children's Adult Characteristics | | | | |
| Focal child's mean age | -0.08 * | 0.01 | 0.28 *** | 0.20 *** |
| Focal child is married | -0.15 *** | -0.13 *** | 0.30 *** | 0.11 *** |
| Focal child is cohabiting | 0.07 * | 0.04 | 0.00 | 0.06 # |
| Focal child is single | 0.10 ** | 0.09 * | -0.30 *** | -0.15 *** |
| Number of children age 0 to 4 | -0.18 *** | -0.10 ** | 0.42 *** | 0.10 ** |
| Number of children age 5 to 11 | -0.11 *** | -0.06 | 0.36 *** | 0.23 *** |
| Number of girls age 12 to 18 | 0.02 | 0.03 | 0.12 *** | -0.02 |
| Number of boys age 12 to 18 | -0.05 # | -0.01 | 0.16 *** | 0.07 * |
| Focal child has a college degree or more | 0.13 *** | 0.13 *** | -0.19 *** | -0.07 * |
| Focal child is employed | 0.15 *** | -0.03 | -0.15 *** | 0.11 ** |
| Focal child's usual hours worked per week | 0.16 *** | -0.03 | -0.14 *** | 0.11 ** |
| Focal child's gender ideology | 1.00 | 1.00 | -0.22 *** | -0.04 |
| Focal child's total housework time | -0.22 *** | -0.04 | 1.00 | 1.00 |
| N | 1011 | 853 | 1011 | 853 |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Higher gender ideology scores indicate more gender egalitarianism.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.3. OLS Regression of Daughters' and Sons' Adult Gender Ideology at Wave 3 on Mother's Wave 1 Gendered Behavior and Ideology

| | Model 1 | | Model 2 | | Model 3 | | Model 4 | |
|--------------------------|----------|-------|-----------|-------|-----------|-------|----------|-------|
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Daughters | | | | | | | | |
| Mother's gender ideology | 0.02 *** | (.00) | | | | | 0.01 *** | (.00) |
| Mother's total housework | | | -0.01 * | (.00) | | | 0.00 | (.00) |
| Mother employed | | | | | 0.77 *** | (.17) | 0.55 ** | (.17) |
| Intercept | 5.87 *** | (.66) | 11.02 *** | (.17) | 10.18 *** | (.14) | 6.14 *** | (.70) |
| Adjusted R-squared | 0.05 | | 0.00 | | 0.02 | | 0.06 | |
| N | 1011 | | 1011 | | 1011 | | 1011 | |
| Adult Sons | | | | | | | | |
| Mother's gender ideology | 0.02 *** | (.00) | | | | | 0.02 *** | (.00) |
| Mother's total housework | | | 0.00 | (.18) | | | 0.00 | (.00) |
| Mother employed | | | | | 0.48 ** | | 0.08 | (.19) |
| Intercept | 5.10 *** | | 10.01 *** | | 9.55 *** | | 4.96 *** | (.74) |
| Adjusted R-squared | 0.06 | | 0.00 | | 0.01 | | 0.06 | |
| N | 853 | | 853 | | 853 | | 853 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.4. OLS Regression of Daughters' and Sons' Adult Gender Ideology at Wave 3 on Mother's Wave 1 Gendered Behavior, Ideology, and Maternal Characteristics, and Focal Children's Wave 3 Adult Characteristics

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|--------------------------------------|-----------------|-------|-----------|-------|-----------|-------|------------|-------|----------|-------|----------|-------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Sources of Maternal Influence | | | | | | | | | | | | |
| Mother's gender ideology | 0.01 *** | (.00) | 0.01 *** | (.00) | 0.01 *** | (.00) | 0.02 *** | (.00) | 0.01 *** | (.00) | 0.01 *** | (.00) |
| Mother's total housework | 0.00 | (.00) | 0.00 | (.00) | 0.00 | (.00) | 0.00 | (.00) | 0.00 | (.00) | 0.01 | (.00) |
| Mother employed | 0.55 ** | (.17) | 0.58 *** | (.17) | 0.57 *** | (.17) | 0.08 | (.19) | 0.13 | (.18) | 0.13 | (.18) |
| Mother's Characteristics | | | | | | | | | | | | |
| Age at birth of focal child | | | -0.01 | (.01) | -0.02 | (.01) | | | -0.02 | (.02) | -0.03 | (.02) |
| Black | | | 1.11 *** | (.27) | 1.03 *** | (.27) | | | 0.69 * | (.29) | 0.56 # | (.30) |
| Hispanic origin | | | 0.06 | (.25) | 0.11 | (.24) | | | -0.57 * | (.23) | -0.55 * | (.23) |
| College degree | | | 0.19 | (.23) | 0.03 | (.23) | | | 0.60 ** | (.22) | 0.43 # | (.23) |
| Married/cohabiting | | | 0.14 | (.19) | 0.21 | (.18) | | | 0.02 | (.21) | 0.03 | (.21) |
| Catholic | | | -0.59 | (.36) | -0.46 | (.35) | | | -0.16 | (.34) | -0.29 | (.34) |
| Protestant (fundamentalist) | | | -1.47 *** | (.36) | -1.36 *** | (.35) | | | -1.12 ** | (.35) | -1.09 ** | (.35) |
| Protestant (nonfundamentalist) | | | -0.62 # | (.36) | -0.58 # | (.35) | | | -0.43 | (.34) | -0.45 | (.34) |
| Some other religious affiliation | | | -1.12 | (.52) | -1.09 * | (.51) | | | -1.22 ** | (.47) | -1.35 ** | (.47) |
| Lived in north central | | | -0.55 * | (.26) | -0.50 * | (.25) | | | -0.47 # | (.26) | -0.47 # | (.26) |
| Lived in south | | | -0.56 * | (.25) | -0.39 | (.24) | | | -0.36 | (.26) | -0.33 | (.27) |
| Lived in west | | | -0.67 * | (.27) | -0.49 # | (.26) | | | -0.20 | (.28) | -0.17 | (.28) |
| Lived in an urban area | | | -0.26 | (.19) | -0.23 | (.19) | | | 0.42 * | (.20) | 0.37 # | (.20) |

Continued

Table 4.4. continued

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|---|-----------------|-------|----------|-------|----------|--------|------------|-------|----------|-------|-----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Age | | | | | -0.02 | (.02) | | | | | 0.05 # | (.02) |
| Married | | | | | -0.16 | (.21) | | | | | -0.94 *** | (.26) |
| Cohabiting | | | | | 0.25 | (.24) | | | | | -0.08 | (.27) |
| Years of education | | | | | 0.09 # | (.05) | | | | | 0.13 ** | (.05) |
| Number of children age 0 to 4 | | | | | -0.29 * | (.13) | | | | | -0.10 | (.18) |
| Number of children age 5 to 11 | | | | | -0.16 | (.14) | | | | | -0.01 | (.19) |
| Number of girls age 12 to 18 | | | | | 0.77 # | (.40) | | | | | 0.67 | (.67) |
| Number of boys age 12 to 18 | | | | | -0.45 | (.40) | | | | | 0.22 | (.64) |
| Employed | | | | | 0.15 | (.32) | | | | | -0.38 | (.39) |
| Hours worked | | | | | 0.01 * | (.01) | | | | | 0.01 | (.01) |
| Total housework time | | | | | -0.01 ** | (.01) | | | | | 0.00 | (.01) |
| Intercept | 6.14 *** | (.70) | 7.83 *** | (.94) | 7.60 *** | (1.19) | 4.96 *** | (.74) | 6.53 *** | (.98) | 4.09 ** | (1.26) |
| Adjusted R-squared | 0.06 | | 0.09 | | 0.15 | | 0.06 | | 0.10 | | 0.11 | |
| N | 1011 | | 1011 | | 1011 | | 853 | | 853 | | 853 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Omitted categories are: mother is white, non-Hispanic; mother has no religious affiliation; mother lives in northeast; focal child is single.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.5. OLS Regression of Daughters' and Sons' Adult Housework Time at Wave 3 on Mother's Wave 1 Gendered Behavior and Ideology

| | Model 1 | | Model 2 | | Model 3 | | Model 4 | |
|--------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Daughters | | | | | | | | |
| Mother's gender ideology | -0.04 ** | (.01) | | | | | -0.03 * | (.01) |
| Mother's total housework | | | 0.05 ** | (.03) | | | 0.04 | (.03) |
| Mother employed | | | | | -0.65 | (1.09) | 0.04 | (1.11) |
| Intercept | 37.15 *** | (4.23) | 23.93 *** | (1.05) | 26.18 *** | (.88) | 34.58 *** | (4.54) |
| Adjusted R-squared | 0.01 | | 0.00 | | 0.00 | | 0.01 | |
| N | 1011 | | 1011 | | 1011 | | 1011 | |
| Adult Sons | | | | | | | | |
| Mother's gender ideology | -0.01 | (.01) | | | | | -0.01 | (.01) |
| Mother's total housework | | | 0.05 ** | (.02) | | | 0.05 ** | (.02) |
| Mother employed | | | | | -0.47 | (.77) | 0.02 | (.82) |
| Intercept | 21.73 *** | (2.93) | 15.94 *** | (.75) | 18.17 *** | (.62) | 18.10 *** | (3.24) |
| Adjusted R-squared | 0.00 | | 0.01 | | 0.00 | | 0.01 | |
| N | 853 | | 853 | | 853 | | 853 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.6. OLS Regression of Daughters' and Sons' Adult Housework Time at Wave 3 on Mother's Wave 1 Gendered Behavior, Ideology, and Maternal Characteristics, and Focal Children's Wave 3 Adult Characteristics

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|--------------------------------------|-----------------|--------|----------|--------|---------|--------|------------|-------|----------|--------|----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Sources of Maternal Influence | | | | | | | | | | | | |
| Mother's gender ideology | -0.03 * | (.01) | -0.03 * | (.01) | 0.00 | (.01) | -0.01 | (.01) | 0.01 | (.01) | 0.01 | (.01) |
| Mother's total housework | 0.04 | (.03) | 0.03 | (.03) | 0.03 | (.02) | 0.05 ** | (.02) | 0.05 ** | (.02) | 0.06 *** | (.02) |
| Mother employed | 0.04 | (1.11) | 0.09 | (1.11) | 0.06 | (.94) | 0.02 | (.82) | 0.04 | (.79) | 0.09 | (.77) |
| Mother's Characteristics | | | | | | | | | | | | |
| Age at birth of focal child | | | -0.24 ** | (.09) | -0.13 # | (.08) | | | 0.16 * | (.07) | 0.19 ** | (.06) |
| Black | | | -1.40 | (1.76) | 0.95 | (1.51) | | | 5.10 *** | (1.26) | 5.55 *** | (1.24) |
| Hispanic origin | | | 0.02 | (1.59) | -0.18 | (1.32) | | | 5.63 *** | (.97) | 5.23 *** | (.94) |
| College degree | | | -3.40 * | (1.51) | 0.10 | (1.29) | | | -1.94 * | (.95) | -0.51 | (.95) |
| Married/cohabiting | | | -0.99 | (1.21) | -0.86 | (1.02) | | | -1.58 # | (.91) | -0.68 | (.89) |
| Catholic | | | 1.94 | (2.31) | -0.49 | (1.92) | | | 2.97 * | (1.47) | 3.62 * | (1.43) |
| Protestant (fundamentalist) | | | 2.02 | (2.33) | 0.94 | (1.96) | | | 0.56 | (1.50) | 0.50 | (1.45) |
| Protestant (nonfundamentalist) | | | -1.09 | (2.33) | -2.02 | (1.93) | | | 0.90 | (1.46) | 1.30 | (1.41) |
| Some other religious affiliation | | | 0.98 | (3.36) | 2.95 | (2.81) | | | 0.75 | (2.02) | 1.91 | (1.96) |
| Lived in north central | | | 1.92 | (1.66) | 2.09 | (1.38) | | | 1.91 # | (1.13) | 2.12 # | (1.09) |
| Lived in south | | | 4.63 ** | (1.62) | 2.72 * | (1.35) | | | 2.61 * | (1.14) | 2.92 ** | (1.11) |
| Lived in west | | | 2.29 | (1.74) | 0.13 | (1.45) | | | 1.45 | (1.19) | 1.53 | (1.15) |
| Lived in an urban area | | | 0.64 | (1.25) | 0.48 | (1.04) | | | -2.38 ** | (.86) | -1.94 * | (.83) |

Continued

Table 4.6. continued

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|---|-----------------|--------|-----------|--------|-----------|--------|------------|--------|---------|--------|----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Age | | | | | 0.56 *** | (.13) | | | | | 0.39 *** | (.10) |
| Married | | | | | 3.50 ** | (1.18) | | | | | 1.37 | (1.09) |
| Cohabiting | | | | | 4.23 ** | (1.32) | | | | | 0.91 | (1.12) |
| Years of education | | | | | -1.20 *** | (.27) | | | | | -0.59 ** | (.21) |
| Number of children age 0 to 4 | | | | | 6.54 *** | (.70) | | | | | 0.78 | (.77) |
| Number of children age 5 to 11 | | | | | 4.60 *** | (.75) | | | | | 2.55 ** | (.77) |
| Number of girls age 12 to 18 | | | | | 0.88 | (2.20) | | | | | -4.33 | (2.79) |
| Number of boys age 12 to 18 | | | | | 6.18 ** | (2.22) | | | | | 0.59 | (2.68) |
| Employed | | | | | -3.15 # | (1.75) | | | | | 0.10 | (1.63) |
| Hours worked | | | | | -0.06 | (.04) | | | | | 0.00 | (.03) |
| Gender ideology score | | | | | -0.46 ** | (.18) | | | | | 0.03 | (.15) |
| Intercept | 34.58 *** | (4.54) | 37.20 *** | (6.10) | 30.20 *** | (6.67) | 18.10 *** | (3.24) | 7.52 # | (4.22) | -0.49 | (5.30) |
| Adjusted R-squared | 0.01 | | 0.03 | | 0.34 | | 0.01 | | 0.09 | | 0.16 | |
| N | 1011 | | 1011 | | 1011 | | 853 | | 853 | | 853 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Omitted categories are: mother is white, non-Hispanic; mother has no religious affiliation; mother lives in northeast; focal child is single.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.7. Means and Standard Deviations of Partnered Focal Daughter's and Focal Son's Gender Ideology, Housework Time, and Share of Housework by Mother's Gendered Attitudes and Behavior

| | Gender Ideology | | Focal Child's Housework Time | | Spouse/Partner Housework Time | | Focal Child's Percentage of Housework | |
|----------------------------|-------------------|-------|------------------------------|--------|-------------------------------|--------|---------------------------------------|--------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Adult Daughters | | | | | | | | |
| Mother's Gender Ideology | | | | | | | | |
| Egalitarian | 10.9 ^a | (2.6) | 29.9 | (16.6) | 17.5 | (12.6) | 63.7 | (17.3) |
| Traditional | 10.1 | (2.8) | 30.3 | (16.7) | 15.6 | (11.1) | 66.5 | (15.9) |
| Mother's Housework Time | | | | | | | | |
| Low housework time | 10.5 | (2.7) | 30.1 | (16.4) | 15.8 | (11.3) | 65.9 | (17.4) |
| High housework time | 10.5 | (2.8) | 30.1 | (16.8) | 17.2 | (12.6) | 64.4 | (15.7) |
| Mother's Employment Status | | | | | | | | |
| Employed | 10.7 ^a | (2.5) | 29.6 | (15.4) | 15.6 ^a | (11.0) | 65.8 | (16.3) |
| Not employed | 10.0 | (3.1) | 31.2 | (19.0) | 18.1 | (13.6) | 63.9 | (17.5) |
| N | 540 | | 540 | | 540 | | 540 | |
| Adult Sons | | | | | | | | |
| Mother's Gender Ideology | | | | | | | | |
| Egalitarian | 10.0 | (2.3) | 19.6 | (9.3) | 29.7 ^a | (13.3) | 39.9 | (11.9) |
| Traditional | 9.2 | (2.5) | 20.0 | (10.9) | 31.9 | (13.8) | 38.5 | (11.7) |
| Mother's Housework Time | | | | | | | | |
| Low housework time | 9.7 | (2.5) | 19.1 | (9.8) | 28.3 ^a | (12.9) | 40.3 | (11.8) |
| High housework time | 9.4 | (2.4) | 20.6 | (10.4) | 33.9 | (13.7) | 37.9 | (11.7) |
| Mother's Employment Status | | | | | | | | |
| Employed | 9.8 | (2.3) | 19.1 | (9.4) | 29.2 ^a | (12.9) | 39.8 | (12.1) |
| Not employed | 9.2 | (2.7) | 21.2 | (11.7) | 34.3 | (14.6) | 37.8 | (10.8) |
| N | 367 | | 367 | | 367 | | 367 | |

^aDifferences between 1) egalitarian/traditional gender ideology; 2) low/high housework time; and 3) employed/not employed are statistically significant at the p. <0.05.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.8. Means and Standard Deviations of Partnered/Intact Focal Daughter's and Focal Son's Gender Ideology, Housework Time, and Share of Housework by Mother's Gendered Attitudes and Behavior

| | Gender Ideology | | Focal Child's Housework Time | | Spouse/Partner Housework Time | | Focal Child's Percentage of Housework | |
|------------------------------|-------------------|-------|------------------------------|--------|-------------------------------|--------|---------------------------------------|--------|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Adult Daughters | | | | | | | | |
| Mother's Gender Ideology | | | | | | | | |
| Egalitarian | 11.1 ^a | (2.2) | 25.7 ^a | (14.5) | 14.3 | (9.2) | 64.5 | (18.0) |
| Traditional | 9.7 | (2.8) | 31.1 | (16.0) | 16.6 | (10.8) | 65.1 | (15.6) |
| Mother's Housework Time | | | | | | | | |
| Low housework time | 10.2 | (2.5) | 29.6 | (16.3) | 13.9 ^a | (9.6) | 68.0 ^a | (17.8) |
| High housework time | 10.3 | (2.8) | 28.5 | (14.9) | 17.3 | (10.5) | 62.0 | (14.8) |
| Mother's Employment Status | | | | | | | | |
| Employed | 10.5 ^a | (2.4) | 27.2 ^a | (13.6) | 14.4 ^a | (9.0) | 65.4 | (17.1) |
| Not employed | 9.7 | (3.0) | 33.1 | (18.7) | 18.5 | (12.1) | 63.7 | (15.5) |
| Father's Gender Ideology | | | | | | | | |
| Egalitarian | 10.8 ^a | (2.3) | 27.7 | (14.2) | 14.9 | (8.9) | 65.1 | (16.4) |
| Traditional | 9.7 | (2.9) | 30.4 | (16.9) | 16.5 | (11.5) | 64.6 | (16.9) |
| Father's % of Housework Time | | | | | | | | |
| High housework % | 10.2 | (2.8) | 29.1 | (16.0) | 16.7 | (11.2) | 63.7 | (17.5) |
| Low housework % | 10.3 | (2.5) | 29.0 | (15.1) | 14.2 | (8.8) | 66.6 | (15.5) |
| N | 236 | | 236 | | 236 | | 236 | |
| Adult Sons | | | | | | | | |
| Mother's Gender Ideology | | | | | | | | |
| Egalitarian | 10.2 ^a | (2.3) | 20.2 | (9.4) | 31.2 | (14.4) | 39.7 | (13.4) |
| Traditional | 8.7 | (2.6) | 19.8 | (11.3) | 31.1 | (13.3) | 38.5 | (11.0) |
| Mother's Housework Time | | | | | | | | |
| Low housework time | 9.6 | (2.7) | 20.3 | (11.7) | 29.0 ^a | (13.8) | 40.6 ^a | (12.9) |
| High housework time | 9.1 | (2.4) | 19.6 | (9.0) | 33.9 | (13.4) | 36.9 | (11.0) |
| Mother's Employment Status | | | | | | | | |
| Employed | 9.7 ^a | (2.4) | 19.4 | (9.7) | 30.5 | (12.9) | 38.8 | (12.6) |
| Not employed | 8.6 | (2.7) | 21.4 | (12.0) | 32.4 | (15.7) | 39.5 | (11.1) |
| Father's Gender Ideology | | | | | | | | |
| Egalitarian | 10.2 ^a | (2.2) | 20.9 | (10.2) | 31.6 | (13.3) | 39.8 | (12.5) |
| Traditional | 8.6 | (2.6) | 19.2 | (10.7) | 30.7 | (14.4) | 38.3 | (11.8) |
| Father's % of Housework Time | | | | | | | | |
| High housework % | 9.2 | (2.6) | 21.6 ^a | (11.2) | 31.4 | (13.9) | 40.5 ^a | (12.9) |
| Low housework % | 9.7 | (2.4) | 17.5 | (8.9) | 30.7 | (13.7) | 36.6 | (10.6) |
| N | 172 | | 172 | | 172 | | 172 | |

^aDifferences between 1) egalitarian/traditional gender ideology; 2) low/high housework time; and 3) employed/not employed are statistically significant at the p. <0.05.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 4.9. OLS Regression of All Partnered and Partnered/Intact Daughter's and Son's Gender Ideology, Housework Time, and Share of Housework on Parent's Wave 1 Gendered Attitudes and Behavior, and Mother's Characteristics, and Focal Children's Wave 3 Adult Characteristics

| | Gender Ideology | Housework Time | Focal Child's Percentage of Housework Time |
|---|-----------------|----------------|--|
| <u>All Partnered Focal Children</u> | | | |
| Adult Daughters | | | |
| Mother's gender ideology | 0.01 *** | 0.00 | -0.04 # |
| Mother's total housework | 0.00 | 0.03 | -0.03 |
| Mother employed | -0.01 | -0.61 | 1.00 |
| Intercept | 6.55 ** | 37.23 ** | 95.20 *** |
| Adjusted R-squared | 0.16 | 0.37 | 0.16 |
| N | 540 | 540 | 540 |
| Adult Sons | | | |
| Mother's gender ideology | 0.01 * | 0.00 | 0.00 |
| Mother's total housework | 0.00 | 0.00 | -0.02 |
| Mother employed | 0.59 # | -0.98 | 1.87 |
| Intercept | 0.00 | 20.88 | 24.96 |
| Adjusted R-squared | 0.14 | 0.13 | 0.16 |
| N | 367 | 367 | 367 |
| <u>Partnered/Intact Focal Children</u> | | | |
| Adult Daughters | | | |
| Mother's gender ideology | 0.00 | -0.03 | -0.03 |
| Mother's total housework | 0.02 * | 0.06 | -0.13 * |
| Mother employed | 0.15 | -3.72 * | 0.66 |
| Father's gender ideology | 0.01 * | 0.02 | 0.02 |
| Father's % of housework time | 1.23 | 4.42 | -0.30 |
| Intercept | 5.54 | 38.37 * | 112.50 *** |
| Adjusted R-squared | 0.28 | 0.53 | 0.28 |
| N | 236 | 236 | 236 |
| Adult Sons | | | |
| Mother's gender ideology | 0.01 * | -0.01 | -0.03 |
| Mother's total housework | -0.01 | -0.04 | -0.09 |
| Mother employed | 0.51 | -2.48 | -1.31 |
| Father's gender ideology | 0.01 | 0.03 | 0.01 |
| Father's % of housework time | 0.47 | -2.43 | -1.19 |
| Intercept | 6.02 | 33.21 | 32.90 |
| Adjusted R-squared | 0.28 | 0.21 | 0.33 |
| N | 172 | 172 | 172 |

***p < .001, **p < .01, *p < .05, #p < .1

Note. All models control for mother's wave 1 and focal child's wave 3 characteristics.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.1. Focal Children's Percentage Distribution of Measures of Correspondence between Mother's Wave 1 Gender Ideology (GI) and Housework Time (HW)

| | All Focal Children | | Partnered Focal Children | |
|-------------------------------|--------------------|------------|--------------------------|------------|
| | N | Percentage | N | Percentage |
| Adult Daughters | | | | |
| Mother's GI/HW Correspondence | | | | |
| Egalitarian GI/Low HW | 1011 | 27.0 | 540 | 24.5 |
| Egalitarian GI/High HW | 1011 | 18.9 | 540 | 18.4 |
| Traditional GI/Low HW | 1011 | 28.4 | 540 | 28.7 |
| Traditional GI/High HW | 1011 | 25.8 | 540 | 28.4 |
| Adult Sons | | | | |
| Mother's GI/HW Correspondence | | | | |
| Egalitarian GI/Low HW | 853 | 27.8 | 367 | 30.7 |
| Egalitarian GI/High HW | 853 | 18.6 | 367 | 19.0 |
| Traditional GI/Low HW | 853 | 25.9 | 367 | 24.5 |
| Traditional GI/High HW | 853 | 27.8 | 367 | 25.8 |

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.2. Focal Children's Mean Gender Ideology and Housework Time by Measures of Consistency between Mother's Wave 1 Gender Ideology (GI) and Housework Time (HW)

| | Daughters | | Sons | |
|-----------------------------------|----------------------|---------------------|----------------------|---------------------|
| | Mean Gender Ideology | Mean Housework Time | Mean Gender Ideology | Mean Housework Time |
| Mother's GI/HW Consistency | | | | |
| Egalitarian GI/Low HW | 11.4 ^{bc} | 24.0 ^b | 10.7 ^{bc} | 17.3 ^{abc} |
| Egalitarian GI/High HW | 11.1 ^{de} | 25.8 | 10.1 ^{de} | 19.0 ^e |
| Traditional GI/Low HW | 10.1 | 26.9 | 9.4 | 16.2 ^f |
| Traditional GI/High HW | 10.2 | 26.2 | 9.3 | 19.3 |

^aDifference between Egalitarian GI/Low HW and Egalitarian GI/High HW statistically significant at p.

^bDifference between Egalitarian GI/Low HW and Traditional GI/Low HW statistically significant at p.

^cDifference between Egalitarian GI/Low HW and Traditional GI/High HW statistically significant at p.

^dDifference between Egalitarian GI/High HW and Traditional GI/Low HW statistically significant at p.

^eDifference between Egalitarian GI/High HW and Traditional GI/High HW statistically significant at p.

^fDifference between Traditional GI/Low HW and Traditional GI/High HW statistically significant at p.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.3. OLS Regression of Daughters' and Sons' Gender Ideology at Wave 3 on Measures of Consistency between Mother's Gender Ideology and Housework Behavior at Wave 1

| | Adult Daughters | | | Adult Sons | | |
|-----------------------------------|-----------------|-----------|-----------|------------|-----------|----------|
| | Model 1 | Model 2 | Model 3 | Model 1 | Model 2 | Model 3 |
| Mother's GI/HW Consistency | | | | | | |
| Egalitarian GI/Low HW | 1.28 *** | 0.95 *** | 0.94 *** | 1.39 *** | 1.07 *** | 1.10 *** |
| Egalitarian GI/High HW | 1.00 *** | 0.80 ** | 0.74 ** | 0.83 ** | 0.72 ** | 0.81 ** |
| Traditional GI/Low HW | -0.02 | -0.19 | -0.09 | 0.14 | -0.07 | -0.04 |
| Intercept | 10.15 *** | 11.53 *** | 10.95 *** | 9.28 *** | 10.51 *** | 8.32 *** |
| R-squared | 0.05 | 0.09 | 0.15 | 0.05 | 0.09 | 0.11 |

Note: Omitted category in regressions are mothers with a traditional gender ideology and high housework time, i.e., Traditional GI/High HW.

Model 1 includes the three dichotomous gender ideology-housework typologies only.

Model 2 includes controls for the wave 1 characteristics of focal children's mothers.

Model 3 includes controls for mother's characteristics and focal children's adult characteristics.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.4. OLS Regression of Daughters' and Sons' Total Housework Time at Wave 3 on Measures of Consistency between Mother's Gender Ideology and Housework Behavior at Wave 1

| | Adult Daughters | | | Adult Sons | | |
|-----------------------------------|-----------------|-----------|----------|------------|-----------|----------|
| | Model 1 | Model 2 | Model 3 | Model 1 | Model 2 | Model 3 |
| Mother's GI/HW Consistency | | | | | | |
| Egalitarian GI/Low HW | -2.17 | -1.43 | -0.19 | -2.00 * | -0.69 | -1.00 |
| Egalitarian GI/High HW | -0.37 | -0.25 | 2.57 # | -0.29 | 0.46 | 0.52 |
| Traditional GI/Low HW | 0.73 | 0.73 | -0.39 | -3.05 ** | -2.90 ** | -3.15 ** |
| Intercept | 26.20 *** | 28.50 *** | 29.9 *** | 19.26 *** | 13.56 *** | 7.94 # |
| R-squared | 0.00 | 0.03 | 0.34 | 0.01 | 0.10 | 0.16 |
| N | 1011 | 1011 | 1011 | 853 | 853 | 853 |

Note: Omitted category in regressions are mothers with a traditional gender ideology and high housework time, i.e., Traditional GI/High HW.

Model 1 includes the three dichotomous gender ideology-housework typologies only.

Model 2 includes controls for the wave 1 characteristics of focal children's mothers.

Model 3 includes controls for mother's characteristics and focal children's adult characteristics.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.5. Partnered Focal Children's Mean Gender Ideology Score, Housework Time, and Share of Housework by Measures of Consistency between Mother's Wave 1 Gender Ideology and Housework Time

| | Partnered Daughters | | | Partnered Sons | | |
|-----------------------------------|---------------------|----------------|------------------------------------|--------------------|----------------|------------------------------------|
| | Gender Ideology | Housework Time | Focal Child's % of Total Housework | Gender Ideology | Housework Time | Focal Child's % of Total Housework |
| Mother's GI/HW Consistency | | | | | | |
| Egalitarian GI/Low HW | 11.1 ^{bc} | 28.2 | 64.1 | 10.2 ^{bc} | 19.2 | 41.7 ^a |
| Egalitarian GI/High HW | 11.1 ^d | 30.7 | 62.2 ^d | 9.7 | 20.7 | 37.2 |
| Traditional GI/Low HW | 9.9 | 31.7 | 67.4 | 9.1 | 19.0 | 38.5 |
| Traditional GI/High HW | 10.0 | 29.8 | 65.8 | 9.2 | 20.6 | 38.4 |

^aDifference between Egalitarian GI/Low HW and Egalitarian GI/High HW statistically significant at p. <.05.

^bDifference between Egalitarian GI/Low HW and Traditional GI/Low HW statistically significant at p. <.05.

^cDifference between Egalitarian GI/Low HW and Traditional GI/High HW statistically significant at p. <.05.

^dDifference between Egalitarian GI/High HW and Traditional GI/Low HW statistically significant at p. <.05.

^eDifference between Egalitarian GI/High HW and Traditional GI/High HW statistically significant at p. <.05.

^fDifference between Traditional GI/Low HW and Traditional GI/High HW statistically significant at p. <.05.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.6. OLS Regression of Partnered Daughters' and Sons' Percentage of Total Housework at Wave 3 on Measures of Consistency between Mother's Gender Ideology and Housework Behavior at Wave 1

| | Partnered Daughters | | | Partnered Sons | | |
|-----------------------------------|---------------------|-----------|-----------|----------------|-----------|---------|
| | Model 1 | Model 2 | Model 3 | Model 1 | Model 2 | Model 3 |
| Mother's GI/HW Consistency | | | | | | |
| Egalitarian GI/Low HW | -1.70 | -2.73 | -2.30 | 3.30 * | 2.20 | 1.69 |
| Egalitarian GI/High HW | -3.59 # | -4.63 * | -4.12 # | -1.19 | -0.22 | -0.60 |
| Traditional GI/Low HW | 1.58 | 1.00 | -0.14 | 0.17 | -0.54 | 0.24 |
| Intercept | 65.81 *** | 69.61 *** | 90.80 *** | 38.36 *** | 33.77 *** | 28.71 * |
| R-squared | 0.01 | 0.04 | 0.18 | 0.01 | 0.04 | 0.23 |
| N | 540 | 540 | 540 | 367 | 367 | 367 |

Note. Omitted category in regressions are mothers with a traditional gender ideology and high housework time, i.e., Traditional GI/High HW.

Model 1 includes 2 dichotomous gender ideology-housework typologies only.

Model 2 includes controls for the wave 1 characteristics of focal children's mothers.

Model 3 includes controls for mother's characteristics and focal children's adult characteristics.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.7. Partnered/Intact Focal Children's Percentage Distribution by Measures of Correspondence between Mother's and Father's Wave 1 Gender Ideology

| | N | Percentage |
|---------------------------------------|-----|------------|
| Adult Daughters | | |
| Mother-Father GI Correspondence | | |
| Mother egalitarian/Father egalitarian | 236 | 30.5 |
| Mother egalitarian/Father traditional | 236 | 17.1 |
| Mother traditional/Father egalitarian | 236 | 18.0 |
| Mother traditional/Father traditional | 236 | 34.5 |
| Adult Sons | | |
| Mother-Father GI Correspondence | | |
| Mother egalitarian/Father egalitarian | 172 | 31.5 |
| Mother egalitarian/Father traditional | 172 | 19.6 |
| Mother traditional/Father egalitarian | 172 | 16.8 |
| Mother traditional/Father traditional | 172 | 32.0 |

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.8. Partnered/Intact Focal Children's Mean Gender Ideology Score, Housework Time, and Percentage of Couple's Total Housework by Measures of Correspondence between Mother's and Father's Wave 1 Gender Ideology

| | Partnered Daughters | | | Partnered Sons | | |
|--|----------------------|---------------------|--|----------------------|---------------------|--|
| | Mean Gender Ideology | Mean Housework Time | Percentage of Couple's Total Housework | Mean Gender Ideology | Mean Housework Time | Percentage of Couple's Total Housework |
| Mother-Father GI Correspondence | | | | | | |
| Mother egalitarian/Father egalitarian | 11.1 ^{abc} | 25.8 ^c | 65.9 | 10.6 ^{abc} | 22.0 | 41.8 ^{ab} |
| Mother egalitarian/Father traditional | 10.1 | 30.1 | 61.9 | 9.4 ^e | 18.0 | 34.9 ^e |
| Mother traditional/Father egalitarian | 10.3 | 30.9 | 63.8 | 9.6 ^f | 19.0 | 36.2 |
| Mother traditional/Father traditional | 9.5 | 30.5 | 66.0 | 8.1 | 19.9 | 40.4 |

^aDifference between mother egalitarian/father egalitarian and mother egalitarian/father traditional statistically significant at $p < .05$.

^bDifference between mother egalitarian/father egalitarian and mother traditional/father egalitarian statistically significant at $p < .05$.

^cDifference between mother egalitarian/father egalitarian and mother traditional/father traditional statistically significant at $p < .05$.

^dDifference between mother egalitarian/father traditional and mother traditional/father egalitarian statistically significant at $p < .05$.

^eDifference between mother egalitarian/father traditional and mother traditional/father traditional statistically significant at $p < .05$.

^fDifference between mother traditional/father egalitarian and mother traditional/father traditional statistically significant at $p < .05$.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 5.9. OLS Regression of Partnered/Intact Daughters' and Sons' Gender Ideology, Total Housework Time, and Share of Housework at Wave 3 on Measures of Correspondence between Mother's and Father's Gender Ideology and at Wave 1

| Mother-Father GI Correspondence | Gender Ideology | | | Housework Time | | | Focal Child's % of Total Housework | | |
|---------------------------------------|-----------------|----------|----------|----------------|-----------|---------|------------------------------------|-----------|------------|
| | Model 1 | Model 2 | Model 3 | Model 1 | Model 2 | Model 3 | Model 1 | Model 2 | Model 3 |
| Adult Daughters | | | | | | | | | |
| Mother egalitarian/Father egalitarian | 1.61 *** | 1.31 ** | 1.25 ** | -4.70 # | -1.93 | -0.19 | -0.07 | -0.73 | -1.96 |
| Mother egalitarian/Father traditional | 0.52 | 0.25 | 0.32 | -0.34 | 0.79 | -0.82 | -4.10 | -4.22 | -5.24 # |
| Mother traditional/Father egalitarian | 0.71 | 0.73 | 0.97 # | 0.47 | 1.96 | 0.87 | -2.20 | -2.37 | -2.85 |
| Intercept | 9.54 *** | 9.96 *** | 9.18 ** | 30.47 *** | 37.09 *** | 36.16 * | 65.96 *** | 64.29 *** | 111.95 *** |
| R-squared | 0.05 | 0.12 | 0.28 | 0.01 | 0.10 | 0.53 | 0.00 | 0.07 | 0.29 |
| N | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 |
| Adult Sons | | | | | | | | | |
| Mother egalitarian/Father egalitarian | 2.48 *** | 2.10 *** | 1.70 ** | 2.02 | 5.14 * | 2.95 | 1.38 | 3.12 | -1.66 |
| Mother egalitarian/Father traditional | 1.26 * | 1.06 * | 1.13 * | -1.98 | 0.62 | -1.59 | -5.50 * | -4.91 # | -5.95 * |
| Mother traditional/Father egalitarian | 1.46 ** | 1.17 * | 0.98 # | -0.98 | 2.37 | 2.90 | -4.22 | -1.54 | -1.04 |
| Intercept | 8.10 *** | 8.39 *** | 13.38 ** | 19.93 *** | 10.86 # | 36.54 # | 40.38 *** | 32.20 *** | 23.36 |
| R-squared | 0.14 | 0.26 | 0.29 | 0.00 | 0.10 | 0.23 | 0.04 | 0.12 | 0.35 |
| N | 172 | 172 | 172 | 172 | 172 | 172 | 172 | 172 | 172 |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Omitted category in regressions are Mother traditional/Father traditional.

Model 1 includes measures of mother-father gender ideology correspondence, only.

Model 2 includes controls for the wave 1 characteristics of focal children's mothers.

Model 3 includes controls for mother's characteristics and focal children's adult characteristics.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table 6.1. Number of Adult Focal Children at Wave 3 by Sample Restrictions

| | Adult Focal Children at Wave 3 | |
|---|--------------------------------|--------------|
| | Number | Percentage |
| Young Focal Child Analytic Sample | | |
| All focal children | 1864 | 100.0 |
| Of total, dropped because... | 1864 | 100.0 |
| Aged 12 or older at NSFH-1 | 842 | 45.2 |
| Mothers did not complete NSFH-2 interview | 187 | 10.0 |
| Sample size | 835 | 100.0 |
| Female focal children | 456 | 54.6 |
| Male focal children | 379 | 45.4 |
| Partnered Focal Child Analytic Sample | | |
| Of total young focal children, dropped because... | 835 | 100.0 |
| Focal child not partnered | 571 | 68.4 |
| Sample size | 264 | 100.0 |
| Female focal children | 177 | 67.0 |
| Male focal children | 87 | 33.0 |

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.2. Means and Percentage Distributions of Young Focal Children's Adult Characteristics at Wave 3 across Selected Samples

| | All Focal Children <12 at NSFH-1 | | | | | | | |
|---|--|------------|---|------------|---|------------|--|------------|
| | All Focal Children (N =1864) [Group A] | | Total <12 at Wave 1 (N =1864-842 =1022) [Group B] | | Focal Children with Same Mother at NSFH-1 and NSFH-2 (N =1022-187 =835) [Group C] | | Partnered Focal Children with Same Mother at NSFH-1 and NSFH-2 (N =835-571 =279) [Group D] | |
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Variables Available for All Focal Children | | | | | | | | |
| Mean age | 26.0 | 25.8 | 22.5 | 22.4 | 22.6 | 22.6 | 23.4 | 24.0 |
| Married | 40.4 | 27.4 | 23.0 | 10.6 | 22.7 | 9.8 | 58.3 | 49.2 |
| Cohabiting | 15.8 | 13.2 | 17.2 | 10.2 | 16.3 | 10.1 | 41.7 | 50.8 |
| Single | 43.8 | 59.5 | 59.8 | 79.3 | 61.0 | 80.2 | 0.0 | 0.0 |
| Mean years of education | 13.4 | 13.1 | 13.1 | 12.9 | 13.1 | 12.9 | 13.0 | 13.0 |
| College educated | 23.5 | 18.4 | 16.3 | 10.8 | 17.2 | 12.0 | 14.2 | 19.4 |
| Own child under age 19 present | 47.1 | 25.9 | 29.9 | 11.0 | 26.9 | 10.7 | 41.2 | 37.8 |
| Own child under age 5 present | 35.3 | 18.8 | 28.2 | 9.8 | 25.1 | 9.2 | 38.7 | 37.8 |
| Number of children age 0 to 4 | 0.5 | 0.2 | 0.4 | 0.1 | 0.3 | 0.1 | 0.5 | 0.5 |
| Number of children age 5 to 11 | 0.4 | 0.2 | 0.1 | 0.0 | 0.1 | 0.0 | 0.2 | 0.1 |
| Number of girls age 12 to 18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Number of boys age 12 to 18 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Employed | 74.2 | 82.7 | 73.1 | 74.4 | 72.6 | 77.1 | 83.1 | 91.5 |
| Usual hours worked per week | 27.5 | 35.5 | 26.3 | 30.1 | 26.0 | 31.6 | 32.3 | 36.9 |
| N | 1011 | 853 | 575 | 447 | 456 | 379 | 177 | 87 |

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.3. Mothers' Gender Ideology, Housework Time, and Employment Status at NSFH Waves 1 and 2 among All Young and Partnered Focal Children

| | All Focal Children | | | | Partnered Focal Children | | | |
|--|--------------------|--------|--------|--------|--------------------------|--------|--------|--------|
| | NSFH-1 | | NSFH-2 | | NSFH-1 | | NSFH-2 | |
| | M | (SD) | M | (SD) | M | (SD) | M | (SD) |
| Adult Daughters | | | | | | | | |
| Mother's overall average gender ideology score | 302.3 | (35.4) | 303.4 | (34.6) | 297.3 | (33.4) | 304.4 | (34.7) |
| All right for mother to work when youngest < age 5 | 101.0 | (14.4) | 101.3 | (14.1) | 98.7 | (12.7) | 100.8 | (14.2) |
| Much better if man earns living; woman stays home | 99.8 | (15.1) | 100.2 | (14.6) | 98.7 | (15.1) | 99.9 | (15.3) |
| Preschool children suffer when mother is employed | 101.5 | (14.3) | 101.8 | (15.1) | 99.9 | (13.3) | 103.6 | (14.7) |
| Mother's total housework (hours per week) | 37.8 | (18.8) | 37.0 | (19.0) | 39.2 | (15.6) | 35.1 | (17.7) |
| Percentage of mothers employed | 65.2 | — | 81.1 | — | 69.3 | — | 86.3 | — |
| N | 456 | | 456 | | 177 | | 177 | |
| Adult Sons | | | | | | | | |
| Mother's overall average gender ideology score | 297.9 | (40.9) | 297.2 | (40.8) | 298.4 | (41.6) | 301.4 | (37.1) |
| All right for mother to work when youngest < age 5 | 98.8 | (16.5) | 98.3 | (17.1) | 99.1 | (15.5) | 101.1 | (14.2) |
| Much better if man earns living; woman stays home | 100.0 | (16.6) | 98.8 | (16.1) | 98.9 | (17.0) | 100.2 | (13.9) |
| Preschool children suffer when mother is employed | 99.1 | (17.1) | 100.2 | (16.6) | 100.4 | (15.2) | 100.1 | (14.8) |
| Mother's total housework (hours per week) | 41.3 | (22.0) | 38.6 | (23.0) | 45.5 | (18.9) | 37.9 | (22.0) |
| Percentage of mothers employed | 61.3 | — | 78.1 | — | 72.9 | — | 88.0 | — |
| N | 379 | | 379 | | 87 | | 87 | |

Note: Higher scores on measures of gender ideology indicate more gender egalitarian attitudes toward the roles of women and men.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.4. Zero-Order Correlation Coefficients between Mother's Gender Ideology, Housework Time, and Employment at Waves 1 and 2 by Focal Children's Partnered Status

| NSFH-1 Measures | NSFH-2 Measures | |
|--|--------------------|-----------------|
| | All Focal Children | Partnered Focal |
| Adult Daughters | | |
| Mother's overall average gender ideology score | 0.49 *** | 0.46 *** |
| All right for mother to work when youngest < age 5 | 0.36 *** | 0.33 *** |
| Much better if man earns living; woman stays home | 0.40 *** | 0.39 *** |
| Preschool children suffer when mother is employed | 0.35 *** | 0.31 *** |
| Mother's total housework (hours per week) | 0.41 *** | 0.38 *** |
| Percentage of mothers employed | 0.65 *** | 0.57 *** |
| N | 456 | 177 |
| Adult Sons | | |
| Mother's overall average gender ideology score | 0.59 *** | 0.64 *** |
| All right for mother to work when youngest < age 5 | 0.40 *** | 0.47 *** |
| Much better if man earns living; woman stays home | 0.42 *** | 0.49 *** |
| Preschool children suffer when mother is employed | 0.49 *** | 0.61 *** |
| Mother's total housework (hours per week) | 0.32 *** | 0.47 *** |
| Percentage of mothers employed | 0.64 *** | 0.47 *** |
| N | 379 | 87 |

***p < .001, **p < .01, *p < .05, # p < .1

Note. Higher gender ideology scores indicate more gender egalitarianism.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.5. Zero-Order Correlation Coefficients between Mother's Gender Ideology, Housework Time, and Employment at Waves 1 and 2 and All and Partnered Focal Children's Gender Ideology, Total Housework Time, and Share of Housework at Wave 3

| | All Focal Children | | Partnered Focal Children | |
|--------------------------------------|--------------------|------------|--------------------------|------------|
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Gender Ideology | | | | |
| Mother's gender ideology at wave 1 | 0.30 *** | 0.29 *** | 0.35 *** | 0.40 *** |
| Mother's gender ideology at wave 2 | 0.20 *** | 0.16 ** | 0.24 ** | 0.25 * |
| Mother's housework time at wave 1 | -0.22 *** | -0.10 | -0.19 ** | -0.34 ** |
| Mother's housework time at wave 2 | -0.15 ** | -0.11 * | -0.16 * | -0.38 *** |
| Mother employed at wave 1 | 0.19 *** | 0.11 * | 0.32 *** | 0.14 |
| Mother employed at wave 2 | 0.15 ** | 0.15 ** | 0.28 *** | 0.11 |
| Total Housework Time | | | | |
| Mother's gender ideology at wave 1 | -0.07 | -0.02 | 0.03 | -0.03 |
| Mother's gender ideology at wave 2 | -0.11 * | -0.07 | -0.26 *** | -0.08 |
| Mother's housework time at wave 1 | 0.12 ** | 0.18 *** | 0.18 * | 0.12 |
| Mother's housework time at wave 2 | 0.21 *** | 0.21 *** | 0.35 *** | 0.17 |
| Mother employed at wave 1 | 0.01 | -0.05 | -0.05 | -0.10 |
| Mother employed at wave 2 | -0.02 | -0.03 | -0.09 | -0.07 |
| Percentage of Total Housework | | | | |
| Mother's gender ideology at wave 1 | — | — | -0.31 *** | -0.03 |
| Mother's gender ideology at wave 2 | — | — | -0.12 | 0.00 |
| Mother's housework time at wave 1 | — | — | -0.05 | -0.06 |
| Mother's housework time at wave 2 | — | — | 0.06 | 0.03 |
| Mother employed at wave 1 | — | — | -0.05 | 0.14 |
| Mother employed at wave 2 | — | — | -0.09 | 0.04 |
| N | 456 | 379 | 177 | 87 |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Higher gender ideology scores indicate more gender egalitarianism.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.6. OLS Regression of All and Partnered Daughters' and Sons' Gender Ideology at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior

| | Adult Gender Ideology | | | | | | | | | | | |
|------------------------------------|-----------------------|-------|-----------------|--------|-----------------------------|--------------------------|-----------------|--------|-----------------|--------|-----------------------------|--------|
| | All Focal Children | | | | | Partnered Focal Children | | | | | | |
| | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Daughters | | | | | | | | | | | | |
| Mother's gender ideology at wave 1 | 0.02 *** | (.00) | | | 0.02 *** | (.00) | 0.03 *** | (.01) | | | 0.02 *** | (.01) |
| Mother's gender ideology at wave 2 | | | 0.01 *** | (.00) | 0.01 | (.00) | | | 0.02 ** | (.01) | 0.01 | (.01) |
| Intercept | 4.46 *** | (.96) | 6.44 *** | (1.01) | 3.61 *** | (1.13) | 2.76 # | (1.64) | 5.45 ** | (1.68) | 1.63 | (1.90) |
| R-squared | 0.09 | | 0.04 | | 0.09 | | 0.12 | | 0.05 | | 0.12 | |
| N | 456 | | 456 | | 456 | | 177 | | 177 | | 177 | |
| Mother's housework time at wave 1 | -0.03 *** | (.01) | | | -0.03 *** | (.01) | -0.03 ** | (.01) | | | -0.03 # | (.01) |
| Mother's housework time at wave 2 | | | -0.02 ** | (.01) | -0.01 | (.01) | | | -0.02 * | (.01) | -0.02 | (.01) |
| Intercept | 12.02 *** | (.26) | 11.66 *** | (.26) | 12.24 *** | (.30) | 12.04 *** | (.52) | 11.62 *** | (.43) | 12.32 *** | (.56) |
| R-squared | 0.05 | | 0.02 | | 0.05 | | 0.03 | | 0.02 | | 0.04 | |
| N | 456 | | 456 | | 456 | | 177 | | 177 | | 177 | |
| Mother employed at wave 1 | 1.04 *** | (.26) | | | 0.86 * | (.34) | 1.88 *** | (.43) | | | 1.40 ** | (.52) |
| Mother employed at wave 2 | | | 1.01 ** | (.32) | 0.33 | (.41) | | | 2.20 *** | (.58) | 1.12 | (.69) |
| Intercept | 10.24 *** | (.21) | 10.09 *** | (.28) | 10.09 *** | (.28) | 9.48 *** | (.35) | 8.89 *** | (.54) | 8.84 *** | (.53) |
| R-squared | 0.03 | | 0.02 | | 0.03 | | 0.10 | | 0.07 | | 0.10 | |
| N | 456 | | 456 | | 456 | | 177 | | 177 | | 177 | |

Continued

Table 6.6. continued

| | Adult Gender Ideology | | | | | | | | | | | |
|------------------------------------|-----------------------|-------|-----------------|-------|-----------------------------|--------|--------------------------|--------|-----------------|--------|-----------------------------|--------|
| | All Focal Children | | | | | | Partnered Focal Children | | | | | |
| | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Sons | | | | | | | | | | | | |
| Mother's gender ideology at wave 1 | 0.02 *** | (.00) | | | 0.02 *** | (.00) | 0.02 *** | (.01) | | | 0.02 ** | (.01) |
| Mother's gender ideology at wave 2 | | | 0.01 ** | (.00) | 0.00 | (.00) | | | 0.02 * | (.01) | 0.00 | (.01) |
| Intercept | 4.30 *** | (.95) | 6.85 *** | (.00) | 4.46 *** | (1.06) | 2.13 | (1.83) | 4.35 * | (2.18) | 2.26 | (2.18) |
| R-squared | 0.08 | | 0.02 | | 0.08 | | 0.15 | | 0.05 | | 0.14 | |
| N | 379 | | 379 | | 379 | | 87 | | 87 | | 87 | |
| Mother's housework time at wave 1 | -0.01 # | (.01) | | | -0.01 | (.01) | -0.05 ** | (.01) | | | -0.03 # | (.02) |
| Mother's housework time at wave 2 | | | -0.01 * | (.01) | -0.01 # | (.01) | | | -0.04 *** | (.01) | -0.03 * | (.01) |
| Intercept | 10.41 *** | (.28) | 10.44 *** | (.26) | 10.68 *** | (.32) | 11.48 *** | (.68) | 11.07 *** | (.51) | 11.90 *** | (.68) |
| R-squared | 0.01 | | 0.01 | | 0.01 | | 0.10 | | 0.13 | | 0.16 | |
| N | 379 | | 379 | | 379 | | 87 | | 87 | | 87 | |
| Mother employed at wave 1 | 0.56 * | (.26) | | | 0.10 | (.34) | 0.80 | (.62) | | | 0.62 | (.71) |
| Mother employed at wave 2 | | | 0.92 ** | (.31) | 0.85 * | (.40) | | | 0.91 | (.85) | 0.51 | (.97) |
| Intercept | 9.60 *** | (.21) | 9.22 *** | (.27) | 9.22 *** | (.27) | 8.83 *** | (.53) | 8.62 *** | (.80) | 8.52 *** | (.81) |
| R-squared | 0.01 | | 0.02 | | 0.02 | | 0.01 | | 0.00 | | 0.00 | |
| N | 379 | | 379 | | 379 | | 87 | | 87 | | 87 | |

***p < .001, **p < .01, *p < .05, #p

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.7. OLS Regression of All and Partnered Daughters' and Sons' Housework Time at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior

| | Total Housework Time | | | | | | | | | | | |
|------------------------------------|----------------------|--------|-----------------|--------|-----------------------------|--------|--------------------------|---------|-----------------|--------|-----------------------------|---------|
| | All Focal Children | | | | | | Partnered Focal Children | | | | | |
| | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Daughters | | | | | | | | | | | | |
| Mother's gender ideology at wave 1 | -0.03 | (.02) | | | -0.01 | (.02) | 0.01 | (.03) | | | 0.08 * | (.04) |
| Mother's gender ideology at wave 2 | | | -0.04 * | (.02) | -0.04 # | (.02) | | | -0.11 *** | (.03) | -0.15 *** | (.03) |
| Intercept | 30.07 *** | (5.74) | 34.71 *** | (5.87) | 36.19 *** | (6.72) | 22.46 * | (10.07) | 60.52 *** | (9.59) | 46.86 *** | (11.12) |
| R-squared | 0.00 | | 0.01 | | 0.01 | | -0.01 | | 0.06 | | 0.09 | |
| N | 456 | | 456 | | 456 | | 177 | | 177 | | 177 | |
| Mother's housework time at wave 1 | 0.09 ** | (.04) | | | 0.03 | (.04) | 0.17 * | (.07) | | | 0.05 | (.07) |
| Mother's housework time at wave 2 | | | 0.16 *** | (.03) | 0.15 *** | (.04) | | | 0.29 *** | (.06) | 0.28 *** | (.06) |
| Intercept | 18.02 *** | (1.51) | 15.68 *** | (1.45) | 14.90 *** | (1.70) | 19.46 *** | (3.01) | 15.70 *** | (2.37) | 14.32 *** | (3.10) |
| R-squared | 0.01 | | 0.04 | | 0.04 | | 0.03 | | 0.12 | | 0.12 | |
| N | 456 | | 456 | | 456 | | 177 | | 177 | | 177 | |
| Mother employed at wave 1 | 0.28 | (1.50) | | | 1.30 | (1.98) | -1.69 | (2.58) | | | 0.21 | (3.15) |
| Mother employed at wave 2 | | | -0.87 | (1.82) | -1.91 | (2.40) | | | -4.30 | (3.46) | -4.46 | (4.23) |
| Intercept | 21.39 *** | (1.21) | 22.28 *** | (1.64) | 22.27 *** | (1.64) | 27.22 *** | (2.15) | 29.76 *** | (3.21) | 29.76 *** | (3.22) |
| R-squared | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | |
| N | 456 | | 456 | | 456 | | 177 | | 177 | | 177 | |

Continued

Table 6.7. continued

| | Adult Gender Ideology | | | | | | | | | | | |
|------------------------------------|-----------------------|--------|-----------------|--------|-----------------------------|--------|--------------------------|--------|-----------------|--------|-----------------------------|--------|
| | All Focal Children | | | | | | Partnered Focal Children | | | | | |
| | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Sons | | | | | | | | | | | | |
| Mother's gender ideology at wave 1 | -0.01 | (.01) | | | 0.01 | (.02) | -0.01 | (.02) | | | 0.01 | (.03) |
| Mother's gender ideology at wave 2 | | | -0.02 | (.01) | -0.02 | (.02) | | | -0.02 | (.03) | -0.02 | (.04) |
| Intercept | 18.02 *** | (4.01) | 21.95 *** | (4.00) | 20.89 *** | (4.48) | 21.20 ** | (7.27) | 24.59 ** | (8.19) | 24.16 ** | (8.65) |
| R-squared | 0.00 | | 0.00 | | 0.00 | | -0.01 | | -0.01 | | -0.02 | |
| N | 379 | | 379 | | 379 | | 87 | | 87 | | 87 | |
| Mother's housework time at wave 1 | 0.09 *** | (.02) | | | 0.06 * | (.03) | 0.06 | (.05) | | | 0.03 | (.06) |
| Mother's housework time at wave 2 | | | 0.10 *** | (.02) | 0.08 ** | (.02) | | | 0.07 | (.04) | 0.06 | (.05) |
| Intercept | 12.83 *** | (1.13) | 12.71 *** | (1.03) | 10.88 *** | (1.27) | 16.16 *** | (2.60) | 16.14 *** | (1.98) | 15.35 *** | (2.68) |
| R-squared | 0.03 | | 0.04 | | 0.05 | | 0.00 | | 0.02 | | 0.01 | |
| N | 379 | | 379 | | 379 | | 87 | | 87 | | 87 | |
| Mother employed at wave 1 | -0.97 | (1.06) | | | -0.99 | (1.38) | -2.11 | (2.28) | | | -1.88 | (2.60) |
| Mother employed at wave 2 | | | -0.71 | (1.25) | 0.04 | (1.63) | | | -1.89 | (3.13) | -0.68 | (3.56) |
| Intercept | 17.04 *** | (.83) | 16.99 *** | (1.10) | 17.02 *** | (1.11) | 20.47 *** | (1.95) | 20.60 *** | (2.94) | 20.89 *** | (2.97) |
| R-squared | 0.00 | | 0.00 | | 0.00 | | 0.00 | | -0.01 | | -0.01 | |
| N | 379 | | 379 | | 379 | | 87 | | 87 | | 87 | |

***p < .001, **p < .01, *p < .05, #p

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households

Table 6.8. OLS Regression of Partnered Daughters' and Sons' Percentage of Couple's Total Housework Time at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior

| | Partnered Focal Children's % of Couple's Total Housework Time | | | | | |
|------------------------------------|---|--------|--------------------|---------|--------------------------------|---------|
| | Wave 1 Measures | | Wave 2 Measures | | Both Waves 1 and 2 Measures | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Partnered Daughters | | | | | | |
| Mother's gender ideology at wave 1 | -0.14 *** | (.03) | | | -0.15 *** | (.04) |
| Mother's gender ideology at wave 2 | | | -0.05 | (.03) | 0.02 | (.04) |
| Intercept | 108.74 *** | (9.99) | 81.48 *** | (10.31) | 106.13 *** | (11.61) |
| R-squared | 0.09 | | 0.01 | | 0.09 | |
| N | 177 | | 177 | | 177 | |
| Mother's housework time at wave 1 | -0.04 | (.07) | | | -0.08 | (.08) |
| Mother's housework time at wave 2 | | | 0.05 | (.07) | 0.07 | (.07) |
| Intercept | 67.42 *** | (3.19) | 63.93 *** | (2.64) | 66.04 *** | (3.45) |
| R-squared | 0.00 | | 0.00 | | 0.00 | |
| N | 177 | | 177 | | 177 | |
| Mother employed at wave 1 | -1.83 | (2.70) | | | -0.13 | (3.29) |
| Mother employed at wave 2 | | | -4.10 | (3.61) | -4.00 | (4.42) |
| Intercept | 66.94 *** | (2.25) | 69.20 *** | (3.36) | 69.21 *** | (3.37) |
| R-squared | 0.00 | | 0.00 | | 0.00 | |
| N | 177 | | 177 | | 177 | |

Continued

Table 6.8. continued

| | Partnered Focal Children's % of Couple's Total Housework Time | | | | | |
|------------------------------------|---|---------|-----------|---------|-----------|---------|
| | Measures | | Measures | | Measures | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Partnered Sons | | | | | | |
| Mother's gender ideology at wave 1 | -0.01 | (.03) | | | -0.02 | (.05) |
| Mother's gender ideology at wave 2 | | | 0.00 | (.04) | 0.01 | (.05) |
| Intercept | 42.40 *** | (10.45) | 39.37 ** | (11.81) | 40.85 ** | (12.46) |
| R-squared | -0.01 | | -0.01 | | -0.02 | |
| N | 87 | | 87 | | 87 | |
| Mother's housework time at wave 1 | -0.04 | (.08) | | | -0.07 | (.09) |
| Mother's housework time at wave 2 | | | 0.02 | (.77) | 0.05 | (.07) |
| Intercept | 41.01 *** | (3.76) | 38.36 *** | (2.88) | 40.40 *** | (3.90) |
| R-squared | -0.01 | | -0.01 | | -0.02 | |
| N | 87 | | 87 | | 87 | |
| Mother employed at wave 1 | 4.40 | (3.26) | | | 4.92 | (3.72) |
| Mother employed at wave 2 | | | 1.70 | (4.51) | -1.48 | (5.10) |
| Intercept | 35.88 *** | (2.79) | 37.60 *** | (4.23) | 36.81 *** | (4.25) |
| R-squared | 0.01 | | -0.01 | | 0.00 | |
| N | 87 | | 87 | | 87 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.9. OLS Regression of All and Partnered Daughters' and Sons' Gender Ideology, Housework Time, and Percentage of Total Housework at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior

| | Gender Ideology | | Total Housework Time | | % of Total Housework Time |
|------------------------------------|-----------------|-----------|----------------------|-----------|---------------------------|
| | All | Partnered | All | Partnered | Partnered |
| Adult Daughters | | | | | |
| Mother's gender ideology at wave 1 | 0.02 *** | 0.01 # | 0.02 | 0.05 | -0.14 ** |
| Mother's gender ideology at wave 2 | 0.00 | 0.01 | -0.04 # | -0.06 # | 0.03 |
| Mother's housework time at wave 1 | -0.02 ** | -0.02 | 0.04 | 0.10 | -0.05 |
| Mother's housework time at wave 2 | 0.00 | -0.01 | 0.13 *** | 0.24 *** | 0.05 |
| Mother employed at wave 1 | 0.22 | 0.77 | 0.49 | -2.38 | 3.63 |
| Mother employed at wave 2 | 0.42 | 1.32 # | 0.20 | 1.16 | -6.64 |
| Intercept | 4.19 # | -0.16 | 9.03 | 46.06 * | 164.95 *** |
| R-squared | 0.17 | 0.23 | 0.31 | 0.46 | 0.29 |
| N | 456 | 177 | 456 | 177 | 177 |
| Adult Sons | | | | | |
| Mother's gender ideology at wave 1 | 0.02 *** | 0.03 ** | 0.04 * | -0.01 | -0.05 |
| Mother's gender ideology at wave 2 | 0.00 | -0.01 | -0.02 | 0.00 | -0.03 |
| Mother's housework time at wave 1 | 0.00 | -0.01 | 0.05 # | -0.08 | -0.18 # |
| Mother's housework time at wave 2 | 0.00 | -0.05 ** | 0.07 ** | 0.05 | 0.05 |
| Mother employed at wave 1 | 0.35 | 0.52 | 0.03 | -6.25 # | -7.13 |
| Mother employed at wave 2 | 0.35 | -1.35 | 0.13 | 4.20 | 8.89 |
| Intercept | 3.02 | -1.78 | 6.15 | 21.64 | 102.69 ** |
| R-squared | 0.20 | 0.35 | 0.19 | 0.05 | 0.30 |
| N | 379 | 87 | 379 | 87 | 87 |

***p < .001, **p < .01, *p < .05, #p

Note: Models control for mother's wave 1 and focal children's wave 3 characteristics.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.10. Percentage Distribution of All and Partnered Focal Children by Measures of Mother's Gender Ideology and Housework Consistency between Waves 1 and 2

| | All Focal Children | | Partnered Focal Children | |
|--|-----------------------|------------|-----------------------------|------------|
| | N | Percentage | N | Percentage |
| Adult Daughters | | | | |
| Mother egalitarian at waves 1 and 2 | 456 | 29.6 | 177 | 29.3 |
| Mother egalitarian at wave 1/traditional at wave 2 | 456 | 15.9 | 177 | 11.4 |
| Mother traditional at wave 1/egalitarian at wave 2 | 456 | 18.9 | 177 | 24.3 |
| Mother traditional at waves 1 and 2 | 456 | 35.7 | 177 | 34.9 |
| | | | | |
| Mother's housework low at waves 1 and 2 | 456 | 36.4 | 177 | 37.8 |
| Mother's housework low at wave 1/high at wave 2 | 456 | 16.2 | 177 | 10.2 |
| Mother's housework high at wave 1/low at wave 2 | 456 | 21.0 | 177 | 24.3 |
| Mother's housework high at waves 1 and 2 | 456 | 26.4 | 177 | 27.7 |
| | | | | |
| Adult Sons | | | | |
| Mother egalitarian at waves 1 and 2 | 379 | 31.8 | 87 | 33.5 |
| Mother egalitarian at wave 1/traditional at wave 2 | 379 | 14.1 | 87 | 14.8 |
| Mother traditional at wave 1/egalitarian at wave 2 | 379 | 13.6 | 87 | 17.7 |
| Mother traditional at waves 1 and 2 | 379 | 40.4 | 87 | 34.0 |
| | | | | |
| Mother's housework low at waves 1 and 2 | 379 | 35.7 | 87 | 38.4 |
| Mother's housework low at wave 1/high at wave 2 | 379 | 19.1 | 87 | 6.0 |
| Mother's housework high at wave 1/low at wave 2 | 379 | 15.5 | 87 | 18.9 |
| Mother's housework high at waves 1 and 2 | 379 | 29.7 | 87 | 36.7 |

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.11. All and Partnered Focal Children's Average Gender Ideology Scores, Housework Time, and Share of Housework by Measures of Mother's Gender Ideology and Housework Consistency from Wave 1 to Wave 2

| | Gender Ideology | | | | Housework Time | | | | Percentage of Housework Time Partnered | |
|---|--------------------|-------|--------------------|-------|--------------------|--------|--------------------|--------|--|--------|
| | All | | Partnered | | All | | Partnered | | Partnered | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Adult Daughters | | | | | | | | | | |
| <u>Mother's Gender Ideology</u> | | | | | | | | | | |
| Egalitarian at waves 1 and 2 | 11.8 ^{bc} | (1.9) | 12.0 ^{bc} | (2.0) | 20.3 ^{ab} | (12.2) | 22.7 ^a | (11.5) | 60.2 ^{bc} | (13.8) |
| Egalitarian at wave 1/traditional at wave 2 | 11.6 ^{dc} | (2.4) | 11.8 ^{dc} | (2.0) | 24.7 | (17.6) | 38.7 ^{dc} | (21.9) | 61.6 | (12.4) |
| Traditional at wave 1/egalitarian at wave 2 | 10.6 | (2.6) | 10.2 | (2.7) | 20.9 | (13.5) | 23.3 | (11.8) | 69.5 | (15.1) |
| Traditional at waves 1 and 2 | 10.0 | (2.7) | 9.8 | (2.7) | 21.6 | (14.8) | 26.6 | (15.2) | 69.0 | (16.9) |
| <u>Mother's Housework Time</u> | | | | | | | | | | |
| Housework low at waves 1 and 2 | 11.3 ⁱ | (2.4) | 11.5 ⁱ | (2.4) | 19.9 ⁱ | (12.3) | 23.1 ⁱ | (12.6) | 66.0 | (17.8) |
| Housework low at wave 1/high at wave 2 | 11.2 ^k | (2.1) | 10.4 | (1.9) | 22.5 | (15.1) | 24.1 ^k | (11.6) | 66.4 | (15.1) |
| Housework high at wave 1/low at wave 2 | 11.0 ^l | (2.4) | 10.7 | (2.1) | 18.8 ^l | (11.6) | 21.5 ^l | (13.0) | 65.4 | (14.5) |
| Housework high at waves 1 and 2 | 10.1 | (2.8) | 10.0 | (3.2) | 25.5 | (17.3) | 34.8 | (17.4) | 65.1 | (13.6) |
| Adult Sons | | | | | | | | | | |
| <u>Mother's Gender Ideology</u> | | | | | | | | | | |
| Egalitarian at waves 1 and 2 | 10.8 ^{bc} | (2.1) | 10.5 ^c | (2.2) | 15.9 | (8.9) | 18.8 | (8.9) | 40.9 | (15.2) |
| Egalitarian at wave 1/traditional at wave 2 | 10.2 ^e | (2.2) | 10.1 ^e | (2.2) | 17.0 | (10.9) | 17.4 | (6.9) | 33.1 ^e | (8.9) |
| Traditional at wave 1/egalitarian at wave 2 | 9.7 | (2.4) | 9.2 | (1.9) | 14.2 | (8.8) | 15.5 | (10.2) | 36.5 | (14.0) |
| Traditional at waves 1 and 2 | 9.3 | (3.1) | 8.2 | (2.8) | 17.5 | (12.5) | 21.5 | (9.6) | 41.3 | (11.3) |

Continued

Table 6.11. continued

| | Gender Ideology | | | | Housework Time | | | | Percentage of Housework Time | |
|--|-------------------|-------|-------------------|-------|-------------------|--------|-----------|--------|------------------------------|--------|
| | All | | Partnered | | All | | Partnered | | Partnered | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Mother's Housework Time | | | | | | | | | | |
| Housework low at waves 1 and 2 | 10.4 ⁱ | (2.3) | 10.2 ⁱ | (2.0) | 14.7 ⁱ | (8.9) | 17.4 | (9.1) | 39.7 | (13.1) |
| Housework low at wave 1/high at wave 2 | 9.8 | (2.9) | 10.0 | (3.1) | 15.6 | (13.8) | 21.8 | (10.1) | 38.0 | (14.2) |
| Housework high at wave 1/low at wave 2 | 9.9 | (2.4) | 10.1 ^l | (2.6) | 16.5 | (8.3) | 19.7 | (9.5) | 39.7 | (12.5) |
| Housework high at waves 1 and 2 | 9.5 | (3.0) | 8.1 | (2.5) | 19.0 | (11.5) | 19.7 | (9.4) | 38.4 | (14.6) |

^aDifference between egalitarian at waves 1 and 2 and egalitarian at wave 1/traditional at wave 2 statistically significant at p <.05.

^bDifference between egalitarian at waves 1 and 2 and traditional at wave 1/egalitarian at wave 2 statistically significant at p <.05.

^cDifference between egalitarian at waves 1 and 2 and traditional at waves 1 and 2 statistically significant at p <.05.

^dDifference between egalitarian at wave 1/traditional at wave 2 and traditional at wave 1/egalitarian at wave 2 statistically significant at p <.05.

^eDifference between egalitarian at wave 1/traditional at wave 2 and traditional at waves 1 and 2 statistically significant at p <.05.

^fDifference between traditional at wave 1/egalitarian at wave 2 and traditional at waves 1 and 2 statistically significant at p <.05.

^gDifference between housework low at waves 1 and 2 and housework low at wave 1/high at wave 2 statistically significant at p <.05.

^hDifference between housework low at waves 1 and 2 and housework high at wave 1/low at wave 2 statistically significant at p <.05.

ⁱDifference between housework low at waves 1 and 2 and housework high at waves 1 and 2 statistically significant at p <.05.

^jDifference between or housework low at wave 1/high at wave 2 and housework high at wave 1/low at wave 2 statistically significant at p <.05.

^kDifference between housework low at wave 1/high at wave 2 and housework high at waves 1 and 2 statistically significant at p <.05.

^lDifference between housework high at wave 1/low at wave 2 and housework high at waves 1 and 2 statistically significant at p <.05.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 6.12. OLS Regression of All and Partnered Daughters' and Sons' Gender Ideology, Housework Time, and Percentage of Total Housework at Wave 3 on Measures of Mother's Gender Ideology and Housework Trajectories from Wave 1 to Wave 2

| | Gender Ideology | | Total Housework Time | | % of Total Housework Time |
|---|-----------------|-----------|----------------------|------------|---------------------------|
| | All | Partnered | All | Partnered | Partnered |
| Adult Daughters | | | | | |
| <u>Mother's Gender Ideology</u> | | | | | |
| Egalitarian at waves 1 and 2 | 1.57 *** | 1.54 ** | -0.30 | -0.14 | -6.53 * |
| Egalitarian at wave 1/traditional at wave 2 | 1.35 *** | 1.41 # | 3.38 # | 4.77 | -7.55 # |
| Traditional at wave 1/egalitarian at wave 2 | 0.50 | 0.56 | -1.73 | -1.03 | 1.30 |
| <u>Mother's Housework Time</u> | | | | | |
| Housework low at waves 1 and 2 | 0.67 * | 1.01 # | -6.61 *** | -11.96 *** | 2.11 |
| Housework low at wave 1/high at wave 2 | 0.88 * | 0.49 | -2.64 | -9.15 * | 1.30 |
| Housework high at wave 1/low at wave 2 | 0.48 | 0.33 | -5.88 ** | -9.74 *** | 1.66 |
| Intercept | 8.15 *** | 4.26 | 13.82 | 67.14 *** | 128.27 *** |
| R-squared | 0.15 | 0.24 | 0.31 | 0.44 | 0.26 |
| N | 456 | 177 | 456 | 177 | 177 |
| Adult Sons | | | | | |
| <u>Mother's Gender Ideology</u> | | | | | |
| Egalitarian at waves 1 and 2 | 1.28 *** | 1.90 * | 0.30 | -5.08 | -4.78 |
| Egalitarian at wave 1/traditional at wave 2 | 0.85 * | 2.78 * | 0.44 | -6.80 | -2.47 |
| Traditional at wave 1/egalitarian at wave 2 | -0.27 | 0.53 | -2.55 | -4.13 | 0.44 |
| <u>Mother's Housework Time</u> | | | | | |
| Housework low at waves 1 and 2 | 0.41 | 2.06 * | -3.05 * | 1.98 | 1.95 |
| Housework low at wave 1/high at wave 2 | -0.16 | 0.86 | -3.70 * | 9.48 | 4.26 |
| Housework high at wave 1/low at wave 2 | -0.02 | 2.71 ** | -3.35 * | 0.27 | -2.47 |
| Intercept | 6.57 *** | 1.31 | 20.12 ** | 7.22 | 74.59 * |
| R-squared | 0.21 | 0.32 | 0.17 | 0.10 | 0.25 |
| N | 379 | 87 | 379 | 87 | 87 |

***p <.001, **p < .01, *p < .05, #p <.1

Note: Omitted category in regressions are mothers who were traditional and had high housework at waves 1 and 2. Models control for mother's wave 1 and focal children's wave 3 characteristics.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table 7.1. Summary Table of Results Predicting Focal Children's Adult Gender Ideology

| | Gender Ideology | | | | | |
|---|--------------------|------------|--------------------------|------------|---------------------------------|------------|
| | All Focal Children | | Partnered Focal Children | | Partnered/Intact Focal Children | |
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Parental Influence | | | | | | |
| Mother's gender ideology | + | + | + | + | 0 | + |
| Mother's total housework | 0 | 0 | 0 | 0 | + | 0 |
| Mother employed | + | 0 | 0 | 0 | 0 | 0 |
| Father's gender ideology | n/a | n/a | n/a | n/a | + | 0 |
| Father's % of housework time | n/a | n/a | n/a | n/a | 0 | 0 |
| Maternal Consistency | | | | | | |
| Egalitarian GI/Low HW | + | + | + | (+) | n/a | n/a |
| Egalitarian GI/High HW | + | + | + | 0 | n/a | n/a |
| Traditional GI/Low HW | 0 | 0 | 0 | 0 | n/a | n/a |
| Mother-Father (Dis)Agreement | | | | | | |
| Mother egalitarian/Father egalitarian | n/a | n/a | n/a | n/a | + | + |
| Mother egalitarian/Father traditional | n/a | n/a | n/a | n/a | 0 | + |
| Mother traditional/Father egalitarian | n/a | n/a | n/a | n/a | (+) | (+) |
| Timing of Exposure | | | | | | |
| Mother's gender ideology at wave 1 | + | + | (+) | + | n/a | n/a |
| Mother's gender ideology at wave 2 | 0 | 0 | 0 | 0 | n/a | n/a |
| Mother's housework time at wave 1 | – | 0 | 0 | 0 | n/a | n/a |
| Mother's housework time at wave 2 | 0 | 0 | 0 | – | n/a | n/a |
| Mother employed at wave 1 | 0 | 0 | 0 | 0 | n/a | n/a |
| Mother employed at wave 2 | 0 | 0 | (+) | 0 | n/a | n/a |
| Maternal Change over Time | | | | | | |
| Egalitarian at waves 1 and 2 | + | + | + | + | n/a | n/a |
| Egalitarian at wave 1/traditional at wave 2 | + | + | (+) | + | n/a | n/a |
| Traditional at wave 1/egalitarian at wave 2 | 0 | 0 | 0 | 0 | n/a | n/a |
| Housework low at waves 1 and 2 | + | 0 | (+) | + | n/a | n/a |
| Housework low at wave 1/high at wave 2 | + | 0 | 0 | 0 | n/a | n/a |
| Housework high at wave 1/low at wave 2 | 0 | 0 | 0 | + | n/a | n/a |

Note. Results in parentheses indicate significance at $p. <0.1$. All other results are significant at $p. <0.05$. Cells with a zero indicate no significant association; "n/a" indicates not applicable, i.e., analysis not available.

Table 7.2. Summary Table of Results Predicting Focal Children's Adult Housework Time

| | Total Housework Time | | | | | |
|---|----------------------|------------|--------------------------|------------|---------------------------------|------------|
| | All Focal Children | | Partnered Focal Children | | Partnered/Intact Focal Children | |
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Parental Influence | | | | | | |
| Mother's gender ideology | 0 | 0 | 0 | 0 | 0 | 0 |
| Mother's total housework | 0 | + | 0 | 0 | 0 | 0 |
| Mother employed | 0 | 0 | 0 | 0 | — | 0 |
| Father's gender ideology | n/a | n/a | n/a | n/a | 0 | 0 |
| Father's % of housework time | n/a | n/a | n/a | n/a | 0 | 0 |
| Maternal Consistency | | | | | | |
| Egalitarian GI/Low HW | 0 | 0 | 0 | 0 | n/a | n/a |
| Egalitarian GI/High HW | (+) | 0 | 0 | 0 | n/a | n/a |
| Traditional GI/Low HW | 0 | — | 0 | 0 | n/a | n/a |
| Mother-Father Concordance | | | | | | |
| Mother egalitarian/Father egalitarian | n/a | n/a | n/a | n/a | 0 | 0 |
| Mother egalitarian/Father traditional | n/a | n/a | n/a | n/a | 0 | 0 |
| Mother traditional/Father egalitarian | n/a | n/a | n/a | n/a | 0 | 0 |
| Timing of Exposure | | | | | | |
| Mother's gender ideology at wave 1 | 0 | + | 0 | 0 | n/a | n/a |
| Mother's gender ideology at wave 2 | (-) | 0 | (-) | 0 | n/a | n/a |
| Mother's housework time at wave 1 | 0 | (+) | 0 | 0 | n/a | n/a |
| Mother's housework time at wave 2 | + | + | + | 0 | n/a | n/a |
| Mother employed at wave 1 | 0 | 0 | 0 | (-) | n/a | n/a |
| Mother employed at wave 2 | 0 | 0 | 0 | 0 | n/a | n/a |
| Maternal Change over Time | | | | | | |
| Egalitarian at waves 1 and 2 | 0 | 0 | 0 | 0 | n/a | n/a |
| Egalitarian at wave 1/traditional at wave 2 | (+) | 0 | 0 | 0 | n/a | n/a |
| Traditional at wave 1/egalitarian at wave 2 | 0 | 0 | 0 | 0 | n/a | n/a |
| Housework low at waves 1 and 2 | — | — | — | 0 | n/a | n/a |
| Housework low at wave 1/high at wave 2 | 0 | — | — | 0 | n/a | n/a |
| Housework high at wave 1/low at wave 2 | — | — | — | 0 | n/a | n/a |

Note. Results in parentheses indicate significance at $p. < 0.1$. All other results are significant at $p. < 0.05$. Cells with a zero indicate no significant association; "n/a" indicates not applicable, i.e., analysis not available.

Table 7.3. Summary Table of Results Predicting Focal Children's Percentage of Total Housework Time

| | Percentage of Total Housework Time | | | |
|---|------------------------------------|------------|---------------------------------|------------|
| | Partnered Focal Children | | Partnered/Intact Focal Children | |
| | Adult Daughters | Adult Sons | Adult Daughters | Adult Sons |
| Parental Influence | | | | |
| Mother's gender ideology | (-) | 0 | 0 | 0 |
| Mother's total housework | 0 | 0 | - | 0 |
| Mother employed | 0 | 0 | 0 | 0 |
| Father's gender ideology | n/a | n/a | 0 | 0 |
| Father's % of housework time | n/a | n/a | 0 | 0 |
| Maternal Consistency | | | | |
| Egalitarian GI/Low HW | 0 | 0 | n/a | n/a |
| Egalitarian GI/High HW | (-) | 0 | n/a | n/a |
| Traditional GI/Low HW | 0 | 0 | n/a | n/a |
| Mother-Father Concordance | | | | |
| Mother egalitarian/Father egalitarian | n/a | n/a | 0 | 0 |
| Mother egalitarian/Father traditional | n/a | n/a | (-) | - |
| Mother traditional/Father egalitarian | n/a | n/a | 0 | 0 |
| Timing of Exposure | | | | |
| Mother's gender ideology at wave 1 | - | 0 | n/a | n/a |
| Mother's gender ideology at wave 2 | 0 | 0 | n/a | n/a |
| Mother's housework time at wave 1 | 0 | (-) | n/a | n/a |
| Mother's housework time at wave 2 | 0 | 0 | n/a | n/a |
| Mother employed at wave 1 | 0 | 0 | n/a | n/a |
| Mother employed at wave 2 | 0 | 0 | n/a | n/a |
| Maternal Change over Time | | | | |
| Egalitarian at waves 1 and 2 | - | 0 | n/a | n/a |
| Egalitarian at wave 1/traditional at wave 2 | (-) | 0 | n/a | n/a |
| Traditional at wave 1/egalitarian at wave 2 | 0 | 0 | n/a | n/a |
| Housework low at waves 1 and 2 | 0 | 0 | n/a | n/a |
| Housework low at wave 1/high at wave 2 | 0 | 0 | n/a | n/a |
| Housework high at wave 1/low at wave 2 | 0 | 0 | n/a | n/a |

Note. Results in parentheses indicate significance at $p. < 0.1$. All other results are significant at $p. < 0.05$. Cells with a zero indicate no significant association; "n/a" indicates not applicable, i.e., analysis not available.

Figures

Figure 2.1. Conceptual Model Explaining the Transmission of Gender-Stereotypic Attitudes and Behavior from Parents to Children

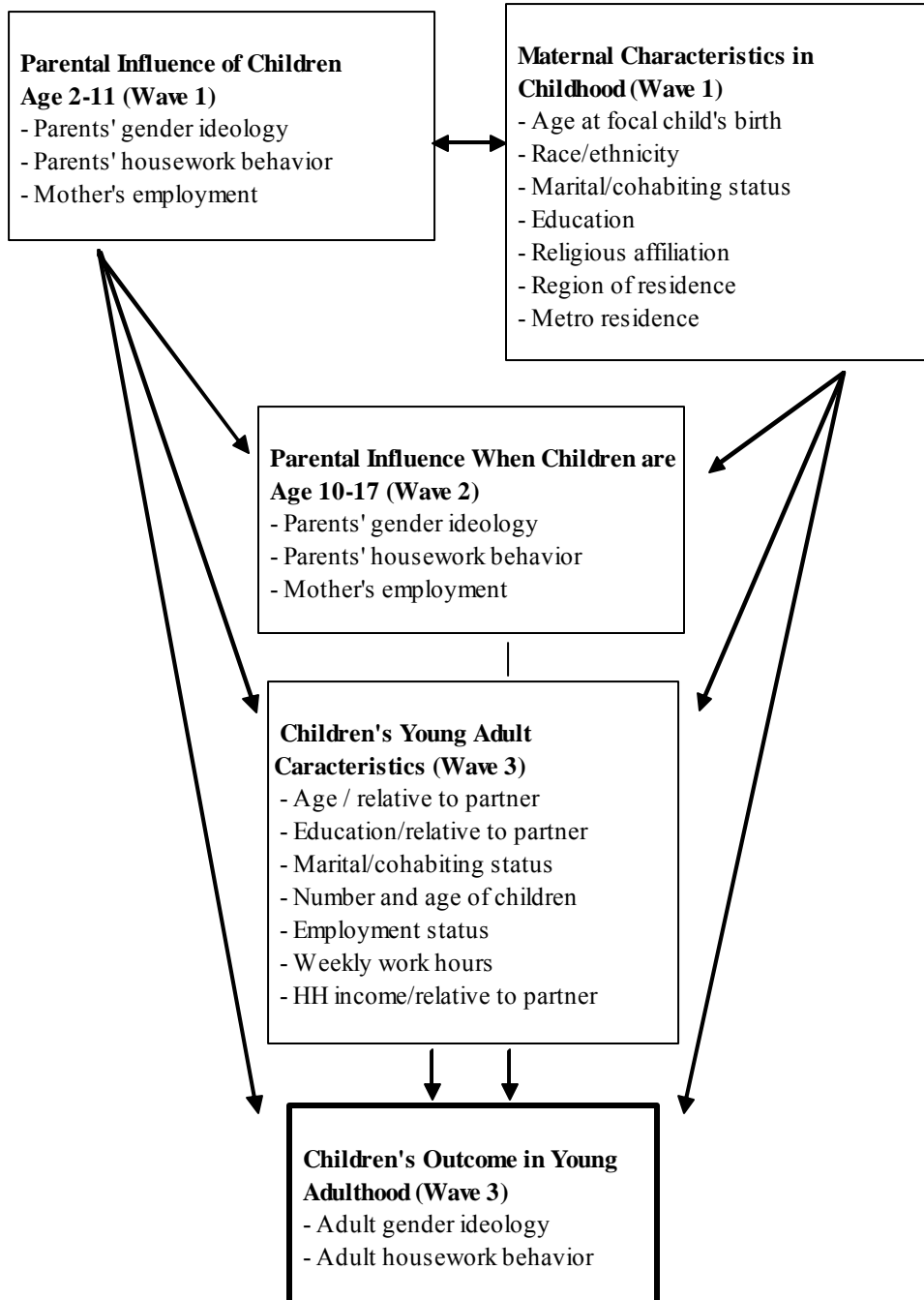
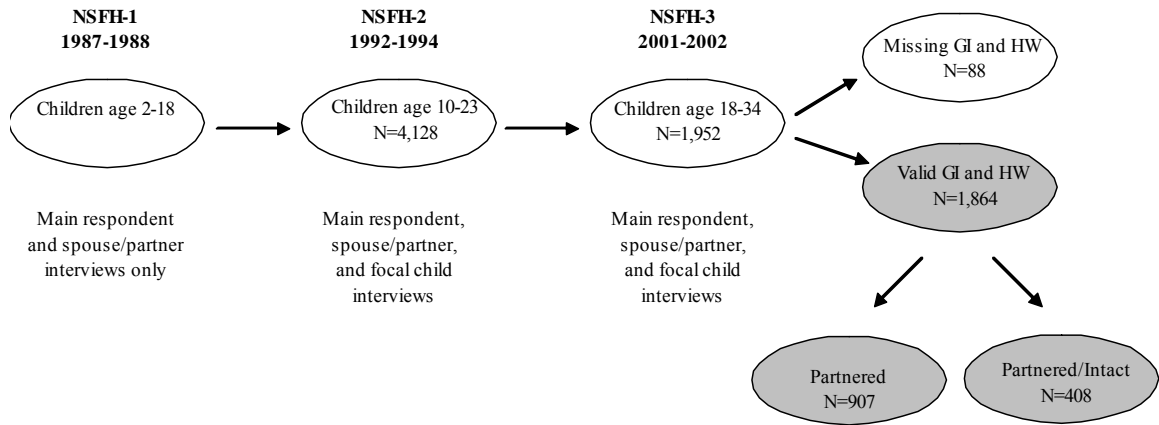


Figure 3.1. Sample Sizes of Focal Children in the National Survey of Families and Households



Appendices

Table A3.1. Gender Ideology Variable Names and Presence in NSFH Waves 1–3

| Variable | NSFH-1 | | NSFH-2 | | NSFH-3 |
|---|--------|--------------------|---------|--------------------|-----------------------|
| | Main R | Spouse/ Partner | Main R | Spouse/ Partner | Focal Child Report |
| 1. It is all right for mothers to work full time when youngest <5 | E1354A | S214A | MT1805D | CT1805D | KO337 |
| 2. Mothers who work part time when youngest <5 | E1354C | S214C | | | |
| 3. Much better if man earns living; woman stays home | E1359A | S219A | MT1801A | CT1801A | KT1801A |
| 4. Preschool kids suffer when mother employed | E1359F | S219F | MT1801F | CT1801F | KT1801F |
| 5. If both spouses work, share housework equally | E1360C | S220C | MT1809A | CT1809A | KO340 |
| 6. Parents should encourage independence equally | E1359I | S219I | | | |

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table A3.2. Number of Adult Focal Children by Treatment of Missing Housework Data Sample Restrictions

| | Adult Focal Children at Wave 3 | | |
|--|--------------------------------|--|--|
| | All Focal Children | Restricted to Focal Children with Valid Reports on at Least 7 Housework Tasks | Restricted to Focal Children with Valid Reports on All 9 Housework Tasks |
| All Focal Children | 1,952 | 1,937 | 1,912 |
| Dropped because... | | | |
| Missing information on gender ideology | 32 | 24 | 22 |
| Lived with a single father at Wave 1 | 50 | 49 | 49 |
| Final sample size | 1,870 | 1,864 | 1,841 |
| | | | |
| Partnered Focal Children | 952 | 945 | 938 |
| Dropped because... | | | |
| Not raised in an intact, two-parent family | 536 | 532 | 528 |
| Missing information on gender ideology | 8 | 5 | 4 |
| Missing partner's housework information | 0 | 0 | 0 |
| Final sample size | 408 | 408 | 406 |

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A4.1. OLS Regression of the Percent of Daughters' and Sons' Adult Housework Time that is Female-Typed at Wave 3 on Mother's Wave 1 Gendered Behavior and Ideology

| | Model 1 | | Model 2 | | Model 3 | |
|--------------------------|-----------|--------|-----------|--------|-----------|---------|
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Adult Daughters | | | | | | |
| Mother's gender ideology | 0.00 | (.01) | 0.00 | (.01) | 0.00 | (.01) |
| Mother's total housework | -0.04 * | (.02) | -0.05 * | (.02) | -0.04 * | (.02) |
| Mother employed | -0.89 | (.84) | -1.45 # | (.84) | -1.69 * | (.83) |
| Intercept | 84.78 *** | (3.43) | 86.88 *** | (4.61) | 93.32 *** | (5.89) |
| Adjusted R-squared | 0.00 | | 0.02 | | 0.09 | |
| N | 1011 | | 1011 | | 1011 | |
| Adult Sons | | | | | | |
| Mother's gender ideology | 0.00 | (.02) | -0.01 | (.02) | -0.02 | (.02) |
| Mother's total housework | -0.06 # | (.04) | -0.05 | (.04) | -0.05 | (.04) |
| Mother employed | -1.60 | (1.60) | -1.42 | (1.58) | -1.50 | (1.56) |
| Intercept | 68.97 *** | (6.34) | 78.54 *** | (8.43) | 61.76 *** | (10.76) |
| Adjusted R-squared | 0.00 | | 0.05 | | 0.09 | |
| N | 853 | | 853 | | 853 | |

***p < .001, **p < .01, *p < .05, #p < .1

Model 1 includes mother's gendered attitudes and behavior only. Model 2 includes mother's gendered attitudes and behavior and other characteristics. Model 3 is the full model and includes mother's gendered attitudes and behavior, mother's wave 1 characteristics, and focal children's own adult characteristics.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A4.2. OLS Regression of Partnered Daughters' and Sons' Gender Ideology, Housework Time, and Share of Housework at Wave 3 on Parents' Wave 1 Gendered Behavior, Ideology, and Maternal Characteristics, and Focal Children's Wave 3 Adult Characteristics

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|---|---------------------|-------|----------------|--------|------------------------------|--------|-----------------|-------|----------------|--------|------------------------------|--------|
| | Gender Ideology | | Housework Time | | Percentage of Housework Time | | Gender Ideology | | Housework Time | | Percentage of Housework Time | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Sources of Parental Influence | | | | | | | | | | | | |
| Mother's gender ideology | 0.01 *** | (.00) | 0.00 | (.02) | -0.04 # | (.02) | 0.01 * | (.00) | 0.00 | (.01) | 0.00 | (.02) |
| Mother's total housework | 0.00 | (.01) | 0.03 | (.03) | -0.03 | (.04) | 0.00 | (.01) | 0.00 | (.03) | -0.02 | (.03) |
| Mother employed | -0.01 | (.24) | -0.61 | (1.27) | 1.00 | (1.45) | 0.59 # | (.31) | -0.98 | (1.20) | 1.87 | (1.45) |
| Mother's Characteristics | | | | | | | | | | | | |
| Age at birth of focal child | -0.01 | (.02) | 0.02 | (.11) | 0.07 | (.13) | 0.02 | (.02) | 0.19 * | (.09) | 0.05 | (.11) |
| Black | 0.66 | (.50) | 4.96 # | (2.62) | -0.48 | (3.00) | 0.92 # | (.53) | 3.16 | (2.06) | -3.01 | (2.49) |
| Hispanic origin | -0.07 | (.52) | -1.16 | (2.77) | -3.24 | (3.17) | -0.40 | (.65) | 4.87 # | (2.48) | 1.64 | (2.99) |
| College degree | 0.27 | (.35) | -0.41 | (1.83) | -0.97 | (2.09) | 0.64 # | (.38) | -2.05 | (1.47) | 1.59 | (1.77) |
| Married/cohabiting | -0.07 | (.26) | -3.20 * | (1.37) | -1.26 | (1.57) | -0.21 | (.30) | -0.48 | (1.17) | -1.25 | (1.42) |
| Catholic | -0.55 | (.49) | -2.09 | (2.60) | -1.50 | (2.98) | 0.23 | (.56) | 0.44 | (2.15) | 1.40 | (2.59) |
| Protestant (fundamentalist) | -1.15 * | (.49) | -1.03 | (2.60) | -1.69 | (2.98) | -0.84 | (.53) | 1.45 | (2.06) | 0.35 | (2.49) |
| Protestant (nonfundamentalist) | -0.58 | (.49) | -3.43 | (2.59) | -3.91 | (2.96) | -0.39 | (.52) | 1.55 | (2.02) | 0.55 | (2.43) |
| Some other religious affiliation | -1.28 | (.80) | 9.03 * | (4.23) | 10.20 * | (4.84) | 0.31 | (.74) | -2.94 | (2.85) | -0.42 | (3.43) |
| Lived in north central | -0.71 * | (.34) | 3.58 * | (1.79) | 2.81 | (2.05) | -0.38 | (.40) | 1.33 | (1.55) | 2.77 | (1.87) |
| Lived in south | -0.54 | (.34) | 3.52 # | (1.79) | 2.41 | (2.05) | -0.04 | (.42) | 2.31 | (1.62) | 2.98 | (1.95) |
| Lived in west | -0.79 * | (.35) | 2.07 | (1.87) | 1.40 | (2.14) | -0.40 | (.45) | 3.58 * | (1.72) | 5.49 ** | (2.07) |
| Lived in an urban area | -0.39 # | (.24) | -0.03 | (1.26) | -0.28 | (1.44) | -0.20 | (.29) | -0.10 | (1.14) | -1.13 | (1.37) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | -0.36 | (.29) | -0.33 | (1.55) | -0.50 | (1.77) | -0.62 # | (.36) | 0.65 | (1.40) | -0.32 | (1.68) |
| Number of children age 0 to 4 | -0.05 | (.17) | 6.98 *** | (.87) | 1.72 # | (.99) | 0.02 | (.20) | 2.18 ** | (.75) | -0.24 | (.90) |
| Number of children age 5 to 11 | -0.30 # | (.17) | 5.20 *** | (.89) | 1.92 # | (1.02) | -0.16 | (.20) | 2.07 ** | (.77) | -0.38 | (.93) |
| Number of girls age 12 to 18 | 0.36 | (.56) | 2.11 | (2.98) | -3.15 | (3.41) | 0.87 | (.61) | -3.15 | (2.37) | -3.27 | (2.86) |
| Number of boys age 12 to 18 | 0.05 | (.56) | 4.86 # | (2.92) | -3.59 | (3.35) | 0.30 | (.82) | -1.71 | (3.15) | 1.29 | (3.79) |
| Employed | -0.05 | (.48) | -3.03 | (2.52) | -0.60 | (2.88) | -0.71 | (.88) | -0.09 | (3.40) | 7.59 # | (4.09) |
| Wife's usual hours worked per week | 0.02 # | (.01) | -0.02 | (.06) | -0.18 * | (.07) | 0.02 * | (.01) | 0.06 # | (.03) | 0.16 *** | (.04) |
| Husband's usual hours worked per week | -0.01 | (.01) | 0.09 * | (.04) | 0.16 ** | (.05) | 0.00 | (.01) | 0.00 | (.05) | -0.22 *** | (.06) |

Continued

Table A4.2.continued

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|---|-----------------|--------|----------------|---------|------------------------------|---------|-----------------|-------|----------------|---------|------------------------------|---------|
| | Gender Ideology | | Housework Time | | Percentage of Housework Time | | Gender Ideology | | Housework Time | | Percentage of Housework Time | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Neither wife nor husband has a college degree | -0.08 | (.40) | 2.54 | (2.10) | -1.97 | (2.40) | -1.02 | (.72) | -2.15 | (2.80) | 1.37 | (3.37) |
| Both wife and husband have a college degree | 0.45 | (.62) | 2.18 | (3.26) | -2.95 | (3.73) | -0.24 | (.56) | -1.21 | (2.14) | -0.68 | (2.58) |
| Wife has a college degree, husband does not | -0.19 | (.65) | 2.06 | (3.42) | -1.46 | (3.91) | -0.09 | (.78) | 3.07 | (3.01) | 4.76 | (3.63) |
| Focal child's education in years | 0.02 | (.13) | -1.20 # | (.68) | -0.95 | (.78) | -0.07 | (.14) | -0.37 | (.53) | 0.48 | (.64) |
| Wife's proportion of couple's income | 1.26 | (.80) | -5.87 | (4.25) | -1.40 | (4.86) | 1.31 | (.91) | -0.04 | (3.52) | 3.52 | (4.24) |
| Husband's logged wage-and-salary income | 0.02 | (.08) | -0.51 | (.42) | -0.22 | (.48) | 0.14 | (.13) | -1.00 * | (.48) | -0.21 | (.58) |
| Imputed on income | -0.35 | (.31) | -0.77 | (1.63) | -1.16 | (1.86) | -0.26 | (.40) | 0.20 | (1.55) | -0.30 | (1.87) |
| Wife's and husband's age within 2 years | 0.10 | (.25) | -0.83 | (1.30) | 0.09 | (1.48) | 0.62 # | (.33) | -0.88 | (1.27) | -2.15 | (1.53) |
| Wife's age is > than husbands age by 2 years | 0.30 | (.45) | 2.78 | (2.39) | 4.64 # | (2.73) | 0.64 | (.40) | -1.77 | (1.54) | -3.86 * | (1.86) |
| Focal child's age | 0.05 | (.04) | 0.40 * | (.19) | 0.16 | (.22) | -0.02 | (.04) | 0.02 | (.17) | -0.11 | (.20) |
| Total housework time | -0.02 * | (.01) | — | | — | | 0.03 # | (.01) | — | | — | |
| Gender ideology | — | | -0.54 * | (.23) | -0.67 * | (.27) | — | | 0.39 # | (.21) | 0.59 * | (.25) |
| Intercept | 6.55 ** | (2.37) | 37.23 ** | (12.49) | 95.20 *** | (14.29) | 0.00 | (.01) | 20.88 | (13.03) | 24.96 | (15.69) |
| Adjusted R-squared | 0.16 | | 0.37 | | 0.16 | | 0.14 | | 0.13 | | 0.16 | |
| N | 540 | | 540 | | 540 | | 367 | | 367 | | 367 | |

***p < .001, **p < .01, *p < .05, # p < .1

Note. Omitted categories are: mother is white, non-Hispanic; mother has no religious affiliation; mother lives in northeast; husband has a college degree, wife does not; husband has a college degree, wife does not; husband's age is > than wife's age by 2 years.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A4.3. OLS Regression of Partnered/Intact Daughters' and Sons' Gender Ideology, Housework Time, and Share of Housework at Wave 3 on Parents' Wave 1 Gendered Behavior, Ideology, and Maternal Characteristics, and Focal Children's Wave 3 Adult Characteristics

| | Partnered/Intact Daughters | | | | | | Partnered/Intact Sons | | | | | |
|---|----------------------------|--------|----------------|--------|------------------------------|--------|-----------------------|--------|----------------|---------|------------------------------|---------|
| | Gender Ideology | | Housework Time | | Percentage of Housework Time | | Gender Ideology | | Housework Time | | Percentage of Housework Time | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Sources of Parental Influence | | | | | | | | | | | | |
| Mother's gender ideology | 0.00 | (.01) | -0.03 | (.02) | -0.03 | (.03) | 0.01 * | (.01) | -0.01 | (.03) | -0.03 | (.03) |
| Mother's total housework | 0.02 * | (.01) | 0.06 | (.05) | -0.13 * | (.06) | -0.01 | (.01) | -0.04 | (.06) | -0.09 | (.06) |
| Mother employed | 0.15 | (.35) | -3.72 * | (1.66) | 0.66 | (2.19) | 0.51 | (.41) | -2.48 | (1.77) | -1.31 | (1.89) |
| Father's gender ideology | 0.01 * | (.01) | 0.02 | (.03) | 0.02 | (.04) | 0.01 | (.01) | 0.03 | (.03) | 0.01 | (.03) |
| Father's % of total housework | 1.23 | (.85) | 4.42 | (4.05) | -0.30 | (5.36) | 0.47 | (.95) | -2.43 | (4.10) | -1.19 | (4.38) |
| Mother's Characteristics | | | | | | | | | | | | |
| Age at birth of focal child | -0.04 | (.03) | -0.37 * | (.15) | -0.33 | (.20) | 0.02 | (.03) | 0.23 | (.15) | 0.12 | (.16) |
| Black | 0.34 | (.77) | 7.02 # | (3.63) | -9.89 * | (4.80) | 1.24 | (.87) | 3.61 | (3.75) | -3.69 | (4.01) |
| Hispanic origin | 0.05 | (.54) | -0.29 | (2.56) | -3.82 | (3.38) | -0.58 | (.48) | 4.10 * | (2.03) | 2.57 | (2.16) |
| College degree | 0.30 | (.48) | -0.32 | (2.26) | -2.02 | (2.99) | 0.48 | (.55) | -0.94 | (2.35) | 3.53 | (2.51) |
| Catholic | -0.36 | (.92) | 7.74 # | (4.34) | 10.15 # | (5.74) | -0.23 | (.77) | 4.41 | (3.28) | 5.33 | (3.50) |
| Protestant (fundamentalist) | -0.88 | (.95) | 6.38 | (4.47) | 12.67 * | (5.91) | -1.28 # | (.72) | 1.37 | (3.14) | 3.10 | (3.35) |
| Protestant (nonfundamentalist) | -0.17 | (.93) | 7.12 | (4.39) | 8.62 | (5.80) | -0.68 | (.72) | 2.09 | (3.09) | 5.69 # | (3.30) |
| Some other religious affiliation | -1.46 | (1.46) | 26.10 *** | (6.68) | 26.50 ** | (8.84) | -0.92 | (1.33) | 2.37 | (5.72) | 8.98 | (6.10) |
| Lived in north central | -1.12 * | (.53) | 3.37 | (2.55) | 5.21 | (3.38) | 0.53 | (.66) | -1.07 | (2.84) | 1.79 | (3.03) |
| Lived in south | -1.29 * | (.53) | -0.99 | (2.56) | -1.78 | (3.38) | 1.32 * | (.65) | -1.88 | (2.84) | 1.33 | (3.03) |
| Lived in west | -1.59 ** | (.55) | -1.91 | (2.68) | 1.68 | (3.55) | 0.46 | (.67) | 2.59 | (2.88) | 4.42 | (3.08) |
| Lived in an urban area | -0.50 | (.38) | 0.68 | (1.80) | 0.43 | (2.38) | -0.17 | (.41) | -1.73 | (1.76) | -1.63 | (1.88) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | -0.20 | (.44) | 1.87 | (2.10) | -0.96 | (2.78) | -1.02 # | (.52) | 2.13 | (2.25) | -0.58 | (2.40) |
| Number of children age 0 to 4 | -0.13 | (.26) | 6.04 *** | (1.16) | 3.06 * | (1.53) | 0.19 | (.26) | 0.15 | (1.11) | -1.35 | (1.19) |
| Number of children age 5 to 11 | 0.01 | (.26) | 5.59 *** | (1.16) | 0.76 | (1.53) | -0.13 | (.35) | 4.32 ** | (1.47) | 0.01 | (1.57) |
| Number of girls age 12 to 18 | 0.48 | (.94) | 4.98 | (4.44) | 9.08 | (5.87) | 1.39 | (1.13) | -10.54 * | (4.80) | -3.43 | (5.12) |
| Number of boys age 12 to 18 | -0.48 | (.90) | -3.59 | (4.28) | -5.99 | (5.67) | 1.77 | (2.67) | -7.20 | (11.49) | -10.76 | (12.27) |
| Employed | -0.12 | (.67) | -5.64 # | (3.16) | 3.44 | (4.18) | -0.73 | (1.53) | 4.05 | (6.57) | 13.58 # | (7.02) |
| Wife's usual hours worked per week | 0.02 | (.02) | -0.05 | (.08) | -0.20 # | (.11) | 0.02 | (.01) | 0.08 | (.06) | 0.20 ** | (.06) |
| Husband's usual hours worked per week | 0.01 | (.01) | 0.05 | (.06) | 0.14 # | (.08) | 0.00 | (.02) | -0.02 | (.08) | -0.20 * | (.08) |

Continued

Table A4.3.continued

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|---|-----------------|--------|----------------|---------|------------------------------|---------|-----------------|--------|----------------|---------|------------------------------|---------|
| | Gender Ideology | | Housework Time | | Percentage of Housework Time | | Gender Ideology | | Housework Time | | Percentage of Housework Time | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Neither wife nor husband has a college degree | 0.67 | (.52) | 4.10 # | (2.45) | -6.13 # | (3.25) | -1.64 | (1.10) | -7.21 | (4.73) | -5.54 | (5.05) |
| Both wife and husband have a college degree | 1.10 | (.88) | 1.37 | (4.17) | -2.73 | (5.52) | 0.50 | (.76) | -3.47 | (3.27) | -5.05 | (3.49) |
| Wife has a college degree, husband does not | 0.32 | (.91) | 2.52 | (4.30) | 0.05 | (5.69) | -0.37 | (1.16) | -1.99 | (5.00) | -3.72 | (5.34) |
| Focal child's education in years | 0.10 | (.21) | -0.47 | (.99) | -1.74 | (1.31) | -0.14 | (.22) | -0.62 | (.94) | -0.14 | (1.00) |
| Wife's proportion of couple's income | -0.04 | (1.26) | -1.54 | (5.98) | -7.14 | (7.90) | 1.03 | (1.34) | -1.75 | (5.75) | 6.78 | (6.14) |
| Husband's logged wage-and-salary income | -0.21 # | (.11) | -0.59 | (.52) | -1.62 * | (.69) | 0.12 | (.22) | -1.65 # | (.92) | -0.67 | (.98) |
| Imputed on income | 0.07 | (.50) | -1.72 | (2.36) | 1.40 | (3.13) | -0.24 | (.62) | 4.92 # | (2.62) | 1.29 | (2.80) |
| Wife's and husband's age within 2 years | -0.86 * | (.36) | -1.45 | (1.74) | 3.20 | (2.31) | 0.23 | (.46) | 2.09 | (1.97) | 0.70 | (2.10) |
| Wife's age is > than husbands age by 2 years | -0.10 | (.69) | -1.96 | (3.25) | 12.96 ** | (4.30) | -0.02 | (.60) | 4.57 # | (2.53) | -0.04 | (2.70) |
| Focal child's age | 0.11 * | (.06) | 0.45 # | (.27) | 0.24 | (.35) | -0.05 | (.07) | -0.15 | (.28) | 0.03 | (.30) |
| Total housework time | -0.06 *** | (.01) | | | | | 0.01 | (.02) | | | | |
| Gender ideology | | | -1.29 *** | (.32) | -0.92 * | (.43) | | | 0.23 | (.37) | 0.86 * | (.39) |
| Intercept | 5.54 | (3.96) | 38.37 * | (18.69) | 112.50 *** | (24.72) | 6.02 | (5.50) | 33.21 | (23.54) | 32.90 | (25.13) |
| Adjusted R-squared | 0.28 | | 0.53 | | 0.28 | | 0.28 | | 0.21 | | 0.33 | |
| N | 236 | | 236 | | 236 | | 172 | | 172 | | 172 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Omitted categories are: mother is white, non-Hispanic; mother has no religious affiliation; mother lives in northeast; husband has a college degree, wife does not; husband has a college degree, wife does not; husband's age is > than wife's age by 2

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.1. OLS Regression of Daughters' and Sons' Gender Ideology at Wave 3 on Measures of Consistency between Mother's Gender Ideology and Housework Behavior at Wave 1

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|---|-----------------|-------|-----------|-------|-----------|-------|------------|-------|-----------|-------|-----------|-------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| GI/HW Consistency | | | | | | | | | | | | |
| Egalitarian GI/Low HW | 1.28 *** | (.22) | 0.95 *** | (.23) | 0.94 *** | (.23) | 1.39 *** | (.22) | 1.07 *** | (.24) | 1.10 *** | (.24) |
| Egalitarian GI/High HW | 1.00 *** | (.25) | 0.80 ** | (.25) | 0.74 ** | (.25) | 0.83 ** | (.25) | 0.72 ** | (.25) | 0.81 ** | (.25) |
| Traditional GI/Low HW | -0.02 | (.22) | -0.19 | (.22) | -0.09 | (.22) | 0.14 | (.23) | -0.07 | (.23) | -0.04 | (.23) |
| Mother's Characteristics | | | | | | | | | | | | |
| Mother employed | | | 0.50 ** | (.18) | 0.50 ** | (.17) | | | 0.09 | (.18) | 0.08 | (.18) |
| Age at birth of focal child | | | -0.01 | (.01) | -0.02 | (.01) | | | -0.02 | (.02) | -0.03 # | (.02) |
| Black | | | 1.16 *** | (.27) | 1.05 *** | (.27) | | | 0.68 * | (.29) | 0.55 # | (.30) |
| Hispanic origin | | | -0.01 | (.24) | 0.04 | (.24) | | | -0.66 ** | (.22) | -0.64 ** | (.23) |
| College degree | | | 0.21 | (.23) | 0.05 | (.23) | | | 0.58 ** | (.22) | 0.39 # | (.23) |
| Married/cohabiting | | | 0.13 | (.19) | 0.22 | (.19) | | | 0.00 | (.21) | 0.00 | (.21) |
| Catholic | | | -0.57 | (.36) | -0.45 | (.35) | | | -0.19 | (.34) | -0.32 | (.34) |
| Protestant (fundamentalist) | | | -1.54 *** | (.36) | -1.41 *** | (.35) | | | -1.23 *** | (.35) | -1.20 *** | (.35) |
| Protestant (nonfundamentalist) | | | -0.66 # | (.36) | -0.61 # | (.35) | | | -0.49 | (.34) | -0.52 | (.34) |
| Some other religious affiliation | | | -1.21 * | (.52) | -1.16 * | (.51) | | | -1.26 ** | (.47) | -1.40 ** | (.47) |
| Lived in north central | | | -0.50 # | (.26) | -0.47 # | (.25) | | | -0.55 * | (.26) | -0.56 * | (.26) |
| Lived in south | | | -0.53 * | (.25) | -0.37 | (.24) | | | -0.42 | (.26) | -0.40 | (.26) |
| Lived in west | | | -0.69 * | (.27) | -0.50 # | (.26) | | | -0.27 | (.28) | -0.25 | (.28) |
| Lived in an urban area | | | -0.24 | (.19) | -0.22 | (.19) | | | 0.38 # | (.20) | 0.32 | (.20) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Age | | | | | -0.02 | (.02) | | | | | 0.04 | (.02) |
| Married | | | | | -0.19 | (.21) | | | | | -0.94 *** | (.26) |
| Cohabiting | | | | | 0.19 | (.24) | | | | | -0.02 | (.27) |
| Years of education | | | | | 0.09 # | (.05) | | | | | 0.14 ** | (.05) |
| Number of children age 0 to 4 | | | | | -0.25 # | (.13) | | | | | -0.07 | (.18) |
| Number of children age 5 to 11 | | | | | -0.18 | (.14) | | | | | 0.00 | (.19) |
| Number of girls age 12 to 18 | | | | | 0.88 * | (.40) | | | | | 0.70 | (.67) |
| Number of boys age 12 to 18 | | | | | -0.38 | (.40) | | | | | 0.07 | (.64) |

Continued

Table A5.1. continued

| | Adult Daughters | | | | | | Adult Sons | | | | | | | |
|----------------------|-----------------|-------|-----------|-------|-----------|-------|------------|-------|-----------|-------|----------|-------|-------|-------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | | | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | | |
| Employed | | | | | 0.11 | (.32) | | | | | | | -0.32 | (.39) |
| Hours worked | | | | | 0.02 * | (.01) | | | | | | | 0.00 | (.01) |
| Total housework time | | | | | -0.02 ** | (.01) | | | | | | | 0.00 | (.01) |
| Intercept | 10.15 *** | (.16) | 11.53 *** | (.60) | 10.95 *** | (.89) | 9.28 *** | (.16) | 10.51 *** | (.61) | 8.32 *** | (.97) | | |
| R-Squared | 0.05 | | 0.09 | | 0.15 | | 0.05 | | 0.09 | | 0.11 | | | |
| N | 1011 | | 1011 | | 1011 | | 853 | | 853 | | 853 | | | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.2. OLS Regression of Daughters' and Sons' Total Housework Time at Wave 3 on Measures of Consistency between Mother's Gender Ideology and Housework Behavior at Wave 1

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|---|-----------------|--------|---------|--------|-----------|--------|------------|--------|----------|--------|----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| GI/HW Consistency | | | | | | | | | | | | |
| Egalitarian GI/Low HW | -2.17 | (1.43) | -1.43 | (1.52) | -0.19 | (1.27) | -2.00 * | (.99) | -0.69 | (1.02) | -1.00 | (1.00) |
| Egalitarian GI/High HW | -0.37 | (1.58) | -0.25 | (1.63) | 2.57 # | (1.36) | -0.29 | (1.10) | 0.46 | (1.08) | 0.52 | (1.05) |
| Traditional GI/Low HW | 0.73 | (1.42) | 0.73 | (1.42) | -0.39 | (1.19) | -3.05 ** | (1.00) | -2.90 ** | (.98) | -3.15 ** | (.95) |
| Mother's Characteristics | | | | | | | | | | | | |
| Mother employed | | | 0.02 | (1.14) | 0.00 | (.96) | | | -0.24 | (.79) | -0.15 | (.77) |
| Age at birth of focal child | | | -0.22 * | (.09) | -0.12 | (.08) | | | 0.17 * | (.07) | 0.20 ** | (.06) |
| Black | | | -1.70 | (1.76) | 0.72 | (1.52) | | | 5.18 *** | (1.26) | 5.64 *** | (1.24) |
| Hispanic origin | | | 0.48 | (1.59) | 0.17 | (1.31) | | | 5.62 *** | (.96) | 5.20 *** | (.94) |
| College degree | | | -3.56 * | (1.51) | 0.09 | (1.29) | | | -1.84 # | (.95) | -0.36 | (.95) |
| Married/cohabiting | | | -0.77 | (1.23) | -0.64 | (1.03) | | | -1.70 # | (.91) | -0.84 | (.89) |
| Catholic | | | 2.05 | (2.32) | -0.44 | (1.91) | | | 2.66 # | (1.47) | 3.34 * | (1.43) |
| Protestant (fundamentalist) | | | 2.48 | (2.34) | 1.15 | (1.95) | | | 0.09 | (1.51) | 0.04 | (1.47) |
| Protestant (nonfundamentalist) | | | -0.87 | (2.33) | -1.90 | (1.93) | | | 0.52 | (1.47) | 0.97 | (1.42) |
| Some other religious affiliation | | | 1.16 | (3.37) | 2.72 | (2.80) | | | 0.45 | (2.02) | 1.62 | (1.96) |
| Lived in north central | | | 1.78 | (1.67) | 1.99 | (1.38) | | | 1.80 | (1.12) | 1.98 # | (1.09) |
| Lived in south | | | 4.56 ** | (1.62) | 2.64 # | (1.35) | | | 2.58 * | (1.13) | 2.82 * | (1.10) |
| Lived in west | | | 2.27 | (1.75) | -0.04 | (1.45) | | | 1.54 | (1.18) | 1.59 | (1.15) |
| Lived in an urban area | | | 0.63 | (1.26) | 0.65 | (1.04) | | | -2.43 ** | (.86) | -2.00 * | (.83) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Age | | | | | 0.59 *** | (.13) | | | | | 0.37 *** | (.10) |
| Married | | | | | 3.37 ** | (1.18) | | | | | 1.43 | (1.09) |
| Cohabiting | | | | | 4.30 ** | (1.32) | | | | | 0.88 | (1.12) |
| Years of education | | | | | -1.18 *** | (.27) | | | | | -0.61 ** | (.21) |
| Number of children age 0 to 4 | | | | | 6.68 *** | (.70) | | | | | 0.79 | (.77) |
| Number of children age 5 to 11 | | | | | 4.66 *** | (.75) | | | | | 2.51 ** | (.77) |
| Number of girls age 12 to 18 | | | | | 0.92 | (2.20) | | | | | -4.10 | (2.79) |
| Number of boys age 12 to 18 | | | | | 6.17 ** | (2.22) | | | | | 0.05 | (2.68) |

Continued

Table A5.2. continued

| | Adult Daughters | | | | | | Adult Sons | | | | | |
|-----------------|-----------------|--------|-----------|--------|----------|--------|------------|-------|-----------|--------|---------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Employed | | | | | -3.27 # | (1.75) | | | | | 0.16 | (1.63) |
| Hours worked | | | | | -0.05 | (.04) | | | | | 0.01 | (.03) |
| Gender ideology | | | | | -0.49 ** | (.18) | | | | | 0.04 | (.15) |
| Intercept | 26.20 *** | (1.02) | 28.50 *** | (3.89) | 29.9 *** | (5.21) | 19.26 *** | (.70) | 13.56 *** | (2.64) | 7.94 # | (4.22) |
| R-Squared | 0.00 | | 0.03 | | 0.34 | | 0.01 | | 0.10 | | 0.16 | |
| N | 1011 | | 1011 | | 1011 | | 853 | | 853 | | 853 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.3. OLS Regression of Partnered Daughters' and Sons' Gender Ideology at Wave 3 on Measures of Consistency between Mother's Gender-Ideology and Housework Behavior at Wave 1

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|---|---------------------|-------|-----------|-------|-----------|-------|----------------|-------|----------|-------|----------|-------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| GI/HW Consistency | | | | | | | | | | | | |
| Egalitarian GI/Low HW | 1.05 *** | (.31) | 0.71 * | (.33) | 0.69 * | (.32) | 1.02 ** | (.34) | 0.71 * | (.35) | 0.62 # | (.36) |
| Egalitarian GI/High HW | 1.09 ** | (.34) | 0.85 * | (.36) | 0.90 ** | (.34) | 0.53 | (.39) | 0.48 | (.38) | 0.64 | (.39) |
| Traditional GI/Low HW | -0.13 | (.30) | -0.32 | (.31) | -0.03 | (.29) | -0.10 | (.36) | -0.10 | (.36) | -0.16 | (.37) |
| Mother's Characteristics | | | | | | | | | | | | |
| Mother employed | | | 0.38 | (.25) | 0.44 # | (.24) | | | 0.28 | (.28) | 0.27 | (.29) |
| Age at birth of focal child | | | 0.01 | (.02) | 0.00 | (.02) | | | 0.01 | (.02) | -0.01 | (.02) |
| Black | | | 0.94 # | (.53) | 0.61 | (.51) | | | 1.03 * | (.52) | 1.05 * | (.53) |
| Hispanic origin | | | -0.36 | (.33) | -0.49 | (.32) | | | -0.30 | (.33) | -0.55 | (.34) |
| College degree | | | 0.35 | (.37) | 0.23 | (.36) | | | 1.09 ** | (.36) | 0.70 | (.39) |
| Married/cohabiting | | | -0.16 | (.26) | -0.16 | (.26) | | | -0.18 | (.30) | -0.21 | (.30) |
| Catholic | | | -0.71 | (.52) | -0.77 | (.49) | | | 0.23 | (.51) | 0.19 | (.52) |
| Protestant (fundamentalist) | | | -1.85 *** | (.52) | -1.74 *** | (.50) | | | -1.35 ** | (.50) | -1.18 * | (.51) |
| Protestant (nonfundamentalist) | | | -0.85 | (.53) | -1.00 * | (.50) | | | -0.73 | (.48) | -0.58 | (.49) |
| Some other religious affiliation | | | -1.67 * | (.84) | -1.44 # | (.82) | | | -0.38 | (.75) | -0.15 | (.75) |
| Lived in north central | | | -0.83 * | (.37) | -0.87 * | (.36) | | | -0.50 | (.39) | -0.32 | (.39) |
| Lived in south | | | -0.69 # | (.35) | -0.63 # | (.34) | | | -0.31 | (.40) | 0.02 | (.41) |
| Lived in west | | | -0.74 * | (.37) | -0.73 * | (.35) | | | -1.06 * | (.41) | -0.60 | (.43) |
| Lived in an urban area | | | -0.41 | (.27) | -0.38 | (.25) | | | 0.25 | (.29) | 0.03 | (.30) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | | | | | -0.16 | (.30) | | | | | -0.91 ** | (.35) |
| Number of children age 0 to 4 | | | | | -0.02 | (.17) | | | | | 0.09 | (.19) |
| Number of children age 5 to 11 | | | | | -0.19 | (.17) | | | | | -0.18 | (.21) |
| Number of girls age 12 to 18 | | | | | 0.91 # | (.46) | | | | | 1.06 | (.64) |
| Number of boys age 12 to 18 | | | | | -0.20 | (.45) | | | | | 0.57 | (.72) |
| Employed | | | | | -0.20 | (.47) | | | | | -1.00 | (.90) |
| Wife's usual hours worked per week | | | | | 0.02 # | (.01) | | | | | 0.01 | (.01) |
| Husband's usual hours worked per week | | | | | 0.00 | (.01) | | | | | 0.00 | (.01) |

Continued

Table A5.3.continued

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|--|---------------------|-------|-----------|-------|-----------|--------|----------------|-------|----------|-------|-----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Neither wife nor husband has college degree | | | | | -0.37 | (.40) | | | | | -1.10 | (.74) |
| Both wife and husband have college degree | | | | | 1.00 | (.63) | | | | | -0.16 | (.55) |
| Wife has college degree, husband does not | | | | | 0.24 | (.66) | | | | | 0.01 | (.79) |
| Focal child's education in years | | | | | -0.12 | (.13) | | | | | -0.04 | (.14) |
| Wife's proportion of couple's income | | | | | 1.76 * | (.85) | | | | | 1.09 | (.93) |
| Husband's logged wage-and-salary income | | | | | 0.03 | (.08) | | | | | 0.17 | (.13) |
| Imputed on income | | | | | -0.22 | (.32) | | | | | 0.05 | (.40) |
| Wife's and husband's age within 2 years | | | | | -0.21 | (.25) | | | | | 0.33 | (.32) |
| Wife's age is > than husbands age by 2 years | | | | | 0.70 | (.46) | | | | | 0.27 | (.39) |
| Focal child's age | | | | | 0.01 | (.04) | | | | | -0.02 | (.04) |
| Total housework time | | | | | -0.02 ** | (.01) | | | | | 0.01 | (.01) |
| Intercept | 10.04 *** | (.21) | 11.81 *** | (.82) | 13.27 *** | (2.07) | 9.20 *** | (.25) | 9.87 *** | (.88) | 10.22 *** | (3.00) |
| R-Squared | 0.04 | | 0.08 | | 0.21 | | 0.03 | | 0.12 | | 0.17 | |
| N | 540 | | 540 | | 540 | | 367 | | 367 | | 367 | |

***p <.001, **p <.01, *p <.05, #p <.1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.4. OLS Regression of Partnered Daughters' and Sons' Housework Time at Wave 3 on Measures of Consistency between Mother's Gender-Ideology and Housework Behavior at Wave 1

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|---|---------------------|--------|----------|--------|----------|--------|----------------|--------|----------|--------|----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| GI/HW Consistency | | | | | | | | | | | | |
| Egalitarian GI/Low HW | -1.52 | (1.96) | -1.23 | (2.08) | -1.32 | (1.73) | -1.41 | (1.43) | 0.27 | (1.49) | -0.26 | (1.47) |
| Egalitarian GI/High HW | 0.90 | (2.12) | 0.54 | (2.23) | 2.89 | (1.83) | 0.15 | (1.62) | 1.44 | (1.62) | 0.74 | (1.58) |
| Traditional GI/Low HW | 1.92 | (1.88) | 1.32 | (1.91) | -1.48 | (1.59) | -1.60 | (1.51) | -0.84 | (1.50) | -1.07 | (1.49) |
| Mother's Characteristics | | | | | | | | | | | | |
| Mother employed | | | -1.09 | (1.58) | -1.01 | (1.30) | | | -1.24 | (1.19) | -0.57 | (1.16) |
| Age at birth of focal child | | | -0.21 # | (.13) | -0.22 * | (.11) | | | 0.23 * | (.09) | 0.20 * | (.09) |
| Black | | | 2.06 | (3.33) | 5.04 # | (2.77) | | | 4.23 # | (2.18) | 3.17 | (2.15) |
| Hispanic origin | | | -0.15 | (2.09) | -2.11 | (1.73) | | | 5.55 *** | (1.38) | 4.45 ** | (1.37) |
| College degree | | | -1.62 | (2.32) | -0.10 | (1.94) | | | -1.99 | (1.50) | -1.60 | (1.56) |
| Married/cohabiting | | | -1.84 | (1.65) | -2.27 | (1.39) | | | -0.48 | (1.25) | -0.18 | (1.20) |
| Catholic | | | 0.17 | (3.25) | -0.15 | (2.65) | | | 4.39 * | (2.16) | 4.83 * | (2.10) |
| Protestant (fundamentalist) | | | -1.07 | (3.28) | -0.36 | (2.73) | | | 2.15 | (2.11) | 3.61 # | (2.07) |
| Protestant (nonfundamentalist) | | | -4.07 | (3.31) | -2.67 | (2.72) | | | 1.31 | (2.02) | 3.67 # | (1.99) |
| Some other religious affiliation | | | 11.17 * | (5.23) | 11.80 ** | (4.40) | | | -1.41 | (3.15) | 0.47 | (3.03) |
| Lived in north central | | | 5.90 * | (2.30) | 5.14 ** | (1.92) | | | 2.64 | (1.63) | 2.68 # | (1.59) |
| Lived in south | | | 7.40 *** | (2.21) | 4.18 * | (1.84) | | | 2.42 | (1.68) | 2.55 | (1.64) |
| Lived in west | | | 3.83 # | (2.30) | 1.07 | (1.89) | | | 4.10 * | (1.74) | 4.67 ** | (1.74) |
| Lived in an urban area | | | 2.27 | (1.66) | 1.25 | (1.36) | | | -1.00 | (1.23) | -0.53 | (1.20) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | | | | | 0.31 | (1.61) | | | | | 0.72 | (1.41) |
| Number of children age 0 to 4 | | | | | 6.79 *** | (.88) | | | | | 1.02 | (.78) |
| Number of children age 5 to 11 | | | | | 5.23 *** | (.88) | | | | | 3.24 *** | (.82) |
| Number of girls age 12 to 18 | | | | | 1.57 | (2.51) | | | | | -3.90 | (2.61) |
| Number of boys age 12 to 18 | | | | | 5.86 * | (2.43) | | | | | 4.08 | (2.90) |
| Employed | | | | | -4.55 # | (2.54) | | | | | -1.56 | (3.66) |
| Wife's usual hours worked per week | | | | | -0.02 | (.06) | | | | | 0.10 ** | (.04) |
| Husband's usual hours worked per week | | | | | 0.05 | (.04) | | | | | 0.01 | (.05) |

Continued

Table A5.4.continued

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|--|---------------------|--------|-----------|--------|-----------|---------|----------------|--------|----------|--------|---------|---------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Neither wife nor husband has college degree | | | | | 0.50 | (2.15) | | | | | -6.29 * | (2.97) |
| Both wife and husband have college degree | | | | | -1.34 | (3.39) | | | | | -3.21 | (2.20) |
| Wife has college degree, husband does not | | | | | -1.98 | (3.58) | | | | | -0.17 | (3.18) |
| Focal child's education in years | | | | | -0.68 | (.71) | | | | | -0.84 | (.58) |
| Wife's proportion of couple's income | | | | | -8.56 # | (4.57) | | | | | 0.55 | (3.78) |
| Husband's logged wage-and-salary income | | | | | -0.27 | (.41) | | | | | -0.79 | (.53) |
| Imputed on income | | | | | -0.75 | (1.71) | | | | | 1.46 | (1.61) |
| Wife's and husband's age within 2 years | | | | | 0.25 | (1.34) | | | | | 0.28 | (1.28) |
| Wife's age is > than husbands age by 2 years | | | | | 3.59 | (2.48) | | | | | -0.49 | (1.58) |
| Focal child's age | | | | | 0.23 | (.20) | | | | | 0.05 | (.18) |
| Gender ideology | | | | | -0.71 ** | (.24) | | | | | 0.21 | (.22) |
| Intercept | 29.76 *** | (1.33) | 31.99 *** | (5.16) | 45.46 *** | (11.44) | 20.59 *** | (1.05) | 10.12 ** | (3.71) | 24.99 * | (12.26) |
| R-Squared | 0.00 | | 0.04 | | 0.38 | | 0.00 | | 0.09 | | 0.20 | |
| N | 540 | | 540 | | 540 | | 367 | | 367 | | 367 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.5. OLS Regression of Partnered Daughters' and Sons' Percentage of Couple's Total Housework at Wave 3 on Measures of Consistency between Mother's Gender-Ideology and Housework Behavior at Wave 1

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|---|---------------------|--------|----------|--------|-----------|--------|----------------|--------|---------|--------|----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| GI/HW Consistency | | | | | | | | | | | | |
| Egalitarian GI/Low HW | -1.70 | (1.96) | -2.73 | (2.09) | -2.30 | (1.99) | 3.30 * | (1.66) | 2.20 | (1.79) | 1.69 | (1.68) |
| Egalitarian GI/High HW | -3.59 # | (2.13) | -4.63 * | (2.24) | -4.12 # | (2.11) | -1.19 | (1.88) | -0.22 | (1.94) | -0.60 | (1.81) |
| Traditional GI/Low HW | 1.58 | (1.88) | 1.00 | (1.92) | -0.14 | (1.83) | 0.17 | (1.75) | -0.54 | (1.80) | 0.24 | (1.70) |
| Mother's Characteristics | | | | | | | | | | | | |
| Mother employed | | | 2.40 | (1.59) | 2.49 # | (1.49) | | | 1.79 | (1.43) | 1.35 | (1.32) |
| Age at birth of focal child | | | 0.06 | (.13) | 0.05 | (.13) | | | 0.07 | (.11) | 0.02 | (.10) |
| Black | | | -3.79 | (3.34) | -1.33 | (3.19) | | | -1.37 | (2.62) | -3.05 | (2.46) |
| Hispanic origin | | | -2.36 | (2.10) | -2.22 | (1.99) | | | 3.87 * | (1.65) | 1.36 | (1.56) |
| College degree | | | -0.87 | (2.32) | -0.68 | (2.23) | | | 3.95 * | (1.80) | 2.97 # | (1.79) |
| Married/cohabiting | | | -0.50 | (1.66) | -1.52 | (1.60) | | | -0.17 | (1.50) | -0.76 | (1.37) |
| Catholic | | | -8.58 ** | (3.26) | -8.35 ** | (3.05) | | | 0.83 | (2.59) | 3.05 | (2.40) |
| Protestant (fundamentalist) | | | -4.55 | (3.29) | -6.04 # | (3.14) | | | -2.35 | (2.53) | 1.73 | (2.36) |
| Protestant (nonfundamentalist) | | | -8.72 ** | (3.33) | -9.08 ** | (3.13) | | | -1.28 | (2.43) | 1.89 | (2.27) |
| Some other religious affiliation | | | 7.52 | (5.25) | 6.89 | (5.06) | | | -3.16 | (3.77) | 1.01 | (3.46) |
| Lived in north central | | | 1.53 | (2.31) | 1.41 | (2.21) | | | 2.62 | (1.95) | 4.18 * | (1.82) |
| Lived in south | | | 1.27 | (2.22) | 0.56 | (2.12) | | | 3.45 # | (2.01) | 4.20 * | (1.88) |
| Lived in west | | | -0.75 | (2.31) | -2.71 | (2.18) | | | 5.02 * | (2.08) | 6.43 ** | (1.99) |
| Lived in an urban area | | | 1.25 | (1.67) | -0.07 | (1.56) | | | -1.55 | (1.47) | -1.25 | (1.37) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | | | | | 1.13 | (1.86) | | | | | 0.30 | (1.61) |
| Number of children age 0 to 4 | | | | | 1.05 | (1.02) | | | | | -1.08 | (.90) |
| Number of children age 5 to 11 | | | | | 1.85 # | (1.02) | | | | | 0.11 | (.94) |
| Number of girls age 12 to 18 | | | | | -6.75 * | (2.89) | | | | | -3.37 | (2.98) |
| Number of boys age 12 to 18 | | | | | -3.08 | (2.80) | | | | | 3.40 | (3.32) |
| Employed | | | | | 1.33 | (2.93) | | | | | 5.84 | (4.18) |
| Wife's usual hours worked per week | | | | | -0.26 *** | (.07) | | | | | 0.21 *** | (.04) |
| Husband's usual hours worked per week | | | | | 0.19 *** | (.05) | | | | | -0.19 ** | (.06) |

Continued

Table A5.5.continued

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|--|---------------------|--------|-----------|--------|-----------|---------|----------------|--------|-----------|--------|---------|---------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Neither wife nor husband has college degree | | | | | -1.65 | (2.48) | | | | | -2.05 | (3.40) |
| Both wife and husband have college degree | | | | | -3.97 | (3.91) | | | | | -2.86 | (2.52) |
| Wife has college degree, husband does not | | | | | -3.93 | (4.12) | | | | | 1.05 | (3.63) |
| Focal child's education in years | | | | | -0.41 | (.82) | | | | | 0.01 | (.66) |
| Wife's proportion of couple's income | | | | | 1.95 | (5.26) | | | | | 4.30 | (4.32) |
| Husband's logged wage-and-salary income | | | | | -0.37 | (.47) | | | | | -0.11 | (.60) |
| Imputed on income | | | | | -1.46 | (1.97) | | | | | 1.72 | (1.84) |
| Wife's and husband's age within 2 years | | | | | 1.61 | (1.54) | | | | | -1.98 | (1.46) |
| Wife's age is > than husbands age by 2 years | | | | | 7.93 ** | (2.85) | | | | | -3.28 # | (1.81) |
| Focal child's age | | | | | -0.13 | (.23) | | | | | -0.07 | (.20) |
| Gender ideology | | | | | -0.76 ** | (.27) | | | | | 0.51 * | (.25) |
| Intercept | 65.81 *** | (1.33) | 69.61 *** | (5.18) | 90.80 *** | (13.17) | 38.36 *** | (1.22) | 33.77 *** | (4.45) | 28.71 * | (14.01) |
| R-Squared | 0.01 | | 0.04 | | 0.18 | | 0.01 | | 0.04 | | 0.23 | |
| N | 540 | | 540 | | 540 | | 367 | | 367 | | 367 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.6. OLS Regression of Partnered/Intact Daughters' and Sons' Gender Ideology at Wave 3 on Measures of Correspondence between Mother's and Father's Gender Ideology and at Wave 1

| | Partnered/Intact Daughters | | | | | | Partnered/Intact Sons | | | | | |
|---|----------------------------|-------|---------|--------|----------|--------|-----------------------|-------|----------|--------|---------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Mother-Father Correspondence | | | | | | | | | | | | |
| Mother egalitarian/Father egalitarian | 1.61 *** | (.41) | 1.31 ** | (.46) | 1.25 ** | (.45) | 2.48 *** | (.44) | 2.10 *** | (.49) | 1.70 ** | (.52) |
| Mother egalitarian/Father traditional | 0.52 | (.49) | 0.25 | (.50) | 0.32 | (.48) | 1.26 * | (.51) | 1.06 * | (.53) | 1.13 * | (.55) |
| Mother traditional/Father egalitarian | 0.71 | (.48) | 0.73 | (.52) | 0.97 # | (.51) | 1.46 ** | (.53) | 1.17 * | (.54) | 0.98 # | (.55) |
| Parent's Characteristics | | | | | | | | | | | | |
| Mother's total housework time | | | 0.03 ** | (.01) | 0.03 ** | (.01) | | | 0.00 | (.01) | -0.01 | (.01) |
| Father's percentage of housework | | | 1.10 | (.93) | 1.62 # | (.88) | | | 0.45 | (.92) | 0.68 | (.96) |
| Mother employed | | | 0.67 # | (.37) | 0.23 | (.35) | | | 0.47 | (.38) | 0.59 | (.40) |
| Age at birth of focal child | | | 0.01 | (.03) | -0.04 | (.03) | | | 0.02 | (.03) | 0.01 | (.03) |
| Black | | | 0.83 | (.81) | 0.11 | (.80) | | | 0.92 | (.84) | 1.14 | (.87) |
| Hispanic origin | | | 0.01 | (.53) | 0.03 | (.54) | | | -0.27 | (.42) | -0.65 | (.47) |
| College degree | | | 0.78 | (.48) | 0.39 | (.48) | | | 1.44 ** | (.47) | 0.64 | (.55) |
| Catholic | | | -0.75 | (.98) | -0.54 | (.92) | | | -0.64 | (.72) | -0.48 | (.78) |
| Protestant (fundamentalist) | | | -1.59 | (.98) | -1.00 | (.94) | | | -2.29 ** | (.70) | -1.64 * | (.73) |
| Protestant (nonfundamentalist) | | | -0.27 | (.98) | -0.27 | (.93) | | | -1.75 ** | (.67) | -0.96 | (.73) |
| Some other religious affiliation | | | -2.16 | (1.38) | -1.28 | (1.47) | | | -1.85 | (1.26) | -1.47 | (1.34) |
| Lived in north central | | | -1.15 * | (.56) | -1.10 * | (.53) | | | 0.16 | (.59) | 0.34 | (.66) |
| Lived in south | | | -1.23 * | (.55) | -1.18 * | (.53) | | | 0.89 | (.59) | 1.08 # | (.65) |
| Lived in west | | | -1.19 * | (.59) | -1.56 ** | (.55) | | | -0.10 | (.60) | 0.40 | (.67) |
| Lived in an urban area | | | -0.66 # | (.39) | -0.46 | (.38) | | | 0.05 | (.39) | -0.23 | (.41) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | | | | | -0.20 | (.45) | | | | | -1.02 * | (.51) |
| Number of children age 0 to 4 | | | | | -0.16 | (.26) | | | | | 0.22 | (.26) |
| Number of children age 5 to 11 | | | | | 0.01 | (.26) | | | | | -0.08 | (.35) |
| Number of girls age 12 to 18 | | | | | 0.51 | (.95) | | | | | 1.27 | (1.13) |
| Number of boys age 12 to 18 | | | | | -0.54 | (.91) | | | | | 1.14 | (2.68) |
| Employed | | | | | -0.03 | (.67) | | | | | -0.98 | (1.55) |

Continued

Table A5.6.continued

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|--|---------------------|-------|----------|--------|-----------|--------|----------------|-------|----------|--------|----------|--------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Wife's usual hours worked per week | | | | | 0.02 | (.02) | | | | | 0.02 | (.01) |
| Husband's usual hours worked per week | | | | | 0.00 | (.01) | | | | | 0.00 | (.02) |
| Neither wife nor husband has college degree | | | | | 0.66 | (.52) | | | | | -2.06 # | (1.08) |
| Both wife and husband have college degree | | | | | 1.02 | (.88) | | | | | 0.22 | (.76) |
| Wife has college degree, husband does not | | | | | 0.34 | (.92) | | | | | -0.96 | (1.15) |
| Focal child's education in years | | | | | 0.11 | (.21) | | | | | -0.19 | (.22) |
| Wife's proportion of couple's income | | | | | -0.04 | (1.26) | | | | | 0.69 | (1.35) |
| Husband's logged wage-and-salary income | | | | | -0.19 # | (.11) | | | | | 0.13 | (.22) |
| Imputed on income | | | | | 0.10 | (.50) | | | | | -0.13 | (.61) |
| Wife's and husband's age within 2 years | | | | | -0.64 # | (.37) | | | | | 0.22 | (.46) |
| Wife's age is > than husbands age by 2 years | | | | | 0.06 | (.68) | | | | | 0.01 | (.60) |
| Focal child's age | | | | | 0.11 # | (.06) | | | | | -0.07 | (.07) |
| Total housework time | | | | | -0.06 *** | (.01) | | | | | 0.01 | (.02) |
| Intercept | 9.54 *** | (.28) | 9.96 *** | (1.45) | 9.18 ** | (3.32) | 8.10 *** | (.31) | 8.39 *** | (1.40) | 13.38 ** | (4.83) |
| R-Squared | 0.05 | | 0.12 | | 0.28 | | 0.14 | | 0.26 | | 0.29 | |
| N | 236 | | 236 | | 236 | | 172 | | 172 | | 172 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.7. OLS Regression of Partnered/Intact Daughters' and Sons' Total Housework Time at Wave 3 on Measures of Correspondence between Mother's and Father's Gender Ideology and at Wave 1

| | Partnered/Intact Daughters | | | | | | Partnered/Intact Sons | | | | | |
|---|----------------------------|--------|----------|--------|-----------|--------|-----------------------|--------|---------|--------|----------|---------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Mother-Father Correspondence | | | | | | | | | | | | |
| Mother egalitarian/Father egalitarian | -4.70 # | (2.49) | -1.93 | (2.73) | -0.19 | (2.21) | 2.02 | (1.95) | 5.14 * | (2.20) | 2.95 | (2.29) |
| Mother egalitarian/Father traditional | -0.34 | (2.96) | 0.79 | (3.00) | -0.82 | (2.31) | -1.98 | (2.23) | 0.62 | (2.38) | -1.59 | (2.37) |
| Mother traditional/Father egalitarian | 0.47 | (2.91) | 1.96 | (3.07) | 0.87 | (2.46) | -0.98 | (2.34) | 2.37 | (2.44) | 2.90 | (2.36) |
| Parent's Characteristics | | | | | | | | | | | | |
| Mother's total housework time | | | 0.03 | (.06) | 0.06 | (.05) | | | -0.01 | (.05) | -0.02 | (.05) |
| Father's percentage of housework | | | 5.15 | (5.54) | 4.49 | (4.20) | | | -1.40 | (4.15) | -0.49 | (4.08) |
| Mother employed | | | -6.34 ** | (2.20) | -3.76 * | (1.64) | | | -3.51 * | (1.70) | -2.56 | (1.71) |
| Age at birth of focal child | | | -0.54 ** | (.19) | -0.38 * | (.15) | | | 0.34 * | (.15) | 0.22 | (.15) |
| Black | | | 3.28 | (4.81) | 7.22 # | (3.78) | | | 4.47 | (3.77) | 3.64 | (3.72) |
| Hispanic origin | | | 4.64 | (3.16) | -0.32 | (2.55) | | | 5.55 ** | (1.90) | 4.23 * | (1.98) |
| College degree | | | -2.60 | (2.88) | -0.33 | (2.28) | | | -0.09 | (2.09) | -0.38 | (2.34) |
| Catholic | | | 5.43 | (5.84) | 7.52 # | (4.36) | | | 3.15 | (3.26) | 4.49 | (3.29) |
| Protestant (fundamentalist) | | | 4.55 | (5.83) | 6.14 | (4.45) | | | 0.76 | (3.13) | 1.38 | (3.17) |
| Protestant (nonfundamentalist) | | | 2.13 | (5.83) | 6.93 | (4.40) | | | 0.89 | (3.00) | 2.33 | (3.12) |
| Some other religious affiliation | | | 24.06 ** | (8.21) | 26.07 *** | (6.77) | | | 1.23 | (5.67) | 3.37 | (5.74) |
| Lived in north central | | | 4.32 | (3.33) | 3.24 | (2.56) | | | -0.96 | (2.65) | -1.13 | (2.82) |
| Lived in south | | | 2.03 | (3.27) | -1.01 | (2.55) | | | -1.51 | (2.67) | -1.78 | (2.78) |
| Lived in west | | | -1.56 | (3.48) | -1.83 | (2.69) | | | 3.23 | (2.70) | 2.55 | (2.86) |
| Lived in an urban area | | | 2.09 | (2.34) | 0.93 | (1.80) | | | -3.31 # | (1.76) | -1.89 | (1.75) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | | | | | 1.72 | (2.13) | | | | | 1.85 | (2.22) |
| Number of children age 0 to 4 | | | | | 6.09 *** | (1.17) | | | | | 0.23 | (1.11) |
| Number of children age 5 to 11 | | | | | 5.55 *** | (1.17) | | | | | 4.64 ** | (1.45) |
| Number of girls age 12 to 18 | | | | | 4.76 | (4.49) | | | | | -10.97 * | (4.75) |
| Number of boys age 12 to 18 | | | | | -3.42 | (4.32) | | | | | -5.94 | (11.39) |
| Employed | | | | | -5.60 # | (3.19) | | | | | 5.89 | (6.58) |

Continued

Table A5.7.continued

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|--|---------------------|--------|-----------|--------|-----------|---------|----------------|--------|---------|--------|---------|---------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Wife's usual hours worked per week | | | | | -0.05 | (.08) | | | | | 0.09 # | (.06) |
| Husband's usual hours worked per week | | | | | 0.05 | (.06) | | | | | -0.03 | (.08) |
| Neither wife nor husband has college degree | | | | | 3.94 | (2.47) | | | | | -6.74 | (4.64) |
| Both wife and husband have college degree | | | | | 1.05 | (4.19) | | | | | -2.56 | (3.22) |
| Wife has college degree, husband does not | | | | | 2.26 | (4.36) | | | | | -1.98 | (4.90) |
| Focal child's education in years | | | | | -0.47 | (1.00) | | | | | -0.63 | (.92) |
| Wife's proportion of couple's income | | | | | -1.20 | (6.02) | | | | | -3.35 | (5.73) |
| Husband's logged wage-and-salary income Imputed on income | | | | | -0.56 | (.53) | | | | | -1.85 * | (.91) |
| Wife's and husband's age within 2 years | | | | | -1.60 | (2.40) | | | | | 4.67 # | (2.55) |
| Wife's age is > than husbands age by 2 years | | | | | -1.38 | (1.75) | | | | | 2.45 | (1.95) |
| Focal child's age | | | | | -2.01 | (3.25) | | | | | 5.11 * | (2.53) |
| Gender ideology | | | | | 0.45 # | (.27) | | | | | -0.13 | (.28) |
| | | | | | -1.30 *** | (.33) | | | | | 0.16 | (.37) |
| Intercept | 30.47 *** | (1.70) | 37.09 *** | (8.60) | 36.16 * | (15.91) | 19.93 *** | (1.37) | 10.86 # | (6.31) | 36.54 # | (20.90) |
| R-Squared | 0.01 | | 0.10 | | 0.53 | | 0.00 | | 0.10 | | 0.23 | |
| N | 236 | | 236 | | 236 | | 172 | | 172 | | 172 | |

***p < .001, **p < .01, *p < .05, #p < .1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A5.8. OLS Regression of Partnered/Intact Daughters' and Sons' Percentage of Total Housework at Wave 3 on Measures of Correspondence between Mother's and Father's Gender Ideology and at Wave 1

| | Partnered/Intact Daughters | | | | | | Partnered/Intact Sons | | | | | |
|---|----------------------------|--------|-----------|--------|----------|--------|-----------------------|--------|---------|--------|---------|---------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Mother-Father Correspondence | | | | | | | | | | | | |
| Mother egalitarian/Father egalitarian | -0.07 | (2.66) | -0.73 | (2.97) | -1.96 | (2.90) | 1.38 | (2.22) | 3.12 | (2.52) | -1.66 | (2.44) |
| Mother egalitarian/Father traditional | -4.10 | (3.17) | -4.22 | (3.25) | -5.24 # | (3.03) | -5.50 * | (2.54) | -4.91 # | (2.72) | -5.95 * | (2.52) |
| Mother traditional/Father egalitarian | -2.20 | (3.12) | -2.37 | (3.34) | -2.85 | (3.24) | -4.22 | (2.66) | -1.54 | (2.79) | -1.04 | (2.51) |
| Parent's Characteristics | | | | | | | | | | | | |
| Mother's total housework time | | | -0.13 * | (.06) | -0.15 * | (.06) | | | -0.02 | (.06) | -0.09 | (.06) |
| Father's percentage of housework | | | -0.45 | (6.01) | -1.67 | (5.51) | | | 0.19 | (4.74) | 0.07 | (4.35) |
| Mother employed | | | -0.35 | (2.39) | 0.65 | (2.16) | | | -1.80 | (1.94) | -1.52 | (1.82) |
| Age at birth of focal child | | | -0.20 | (.20) | -0.37 # | (.20) | | | 0.26 | (.17) | 0.13 | (.15) |
| Black | | | -6.36 | (5.23) | -7.64 | (4.96) | | | -0.84 | (4.31) | -3.24 | (3.96) |
| Hispanic origin | | | -2.54 | (3.43) | -4.25 | (3.35) | | | 6.50 ** | (2.17) | 2.73 | (2.11) |
| College degree | | | -2.67 | (3.13) | -1.88 | (2.99) | | | 6.13 * | (2.39) | 3.70 | (2.49) |
| Catholic | | | 9.73 | (6.35) | 10.57 # | (5.72) | | | 3.44 | (3.72) | 6.46 # | (3.51) |
| Protestant (fundamentalist) | | | 12.51 * | (6.33) | 12.03 * | (5.85) | | | -2.21 | (3.58) | 4.44 | (3.37) |
| Protestant (nonfundamentalist) | | | 7.42 | (6.33) | 8.29 | (5.77) | | | 1.64 | (3.43) | 7.08 * | (3.32) |
| Some other religious affiliation | | | 31.60 *** | (8.92) | 25.93 ** | (8.90) | | | 4.68 | (6.48) | 11.80 # | (6.10) |
| Lived in north central | | | 4.90 | (3.62) | 5.08 | (3.36) | | | -0.79 | (3.03) | 2.37 | (3.00) |
| Lived in south | | | 0.76 | (3.55) | -1.97 | (3.35) | | | 0.70 | (3.05) | 1.77 | (2.96) |
| Lived in west | | | 2.74 | (3.78) | 1.81 | (3.53) | | | 1.73 | (3.09) | 4.30 | (3.04) |
| Lived in an urban area | | | 2.53 | (2.54) | 0.24 | (2.37) | | | -3.03 | (2.01) | -1.46 | (1.86) |
| Children's Adult Characteristics | | | | | | | | | | | | |
| Married | | | | | -1.15 | (2.79) | | | | | -0.81 | (2.36) |
| Number of children age 0 to 4 | | | | | 3.12 * | (1.54) | | | | | -1.43 | (1.18) |
| Number of children age 5 to 11 | | | | | 0.67 | (1.53) | | | | | 0.23 | (1.55) |
| Number of girls age 12 to 18 | | | | | 9.86 # | (5.90) | | | | | -3.70 | (5.05) |
| Number of boys age 12 to 18 | | | | | -5.04 | (5.68) | | | | | -7.37 | (12.12) |
| Employed | | | | | 3.53 | (4.19) | | | | | 15.55 * | (7.00) |

Continued

Table A5.8.continued

| | Partnered Daughters | | | | | | Partnered Sons | | | | | |
|--|---------------------|--------|-----------|--------|------------|---------|----------------|--------|-----------|--------|----------|---------|
| | Model 1 | | Model 2 | | Model 3 | | Model 1 | | Model 2 | | Model 3 | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Wife's usual hours worked per week | | | | | -0.21 * | (.11) | | | | | 0.21 *** | (.06) |
| Husband's usual hours worked per week | | | | | 0.16 * | (.08) | | | | | -0.20 * | (.08) |
| Neither wife nor husband has college degree | | | | | -6.00 # | (3.24) | | | | | -4.22 | (4.94) |
| Both wife and husband have college degree | | | | | -3.13 | (5.50) | | | | | -3.42 | (3.43) |
| Wife has college degree, husband does not | | | | | -1.23 | (5.72) | | | | | -2.43 | (5.22) |
| Focal child's education in years | | | | | -1.73 | (1.31) | | | | | -0.07 | (.98) |
| Wife's proportion of couple's income | | | | | -7.64 | (7.91) | | | | | 5.23 | (6.10) |
| Husband's logged wage-and-salary income | | | | | -1.49 * | (.69) | | | | | -0.96 | (.97) |
| Imputed on income | | | | | 0.67 | (3.15) | | | | | 1.36 | (2.71) |
| Wife's and husband's age within 2 years | | | | | 3.19 | (2.30) | | | | | 1.19 | (2.07) |
| Wife's age is > than husbands age by 2 years | | | | | 13.77 ** | (4.27) | | | | | 0.83 | (2.69) |
| Focal child's age | | | | | 0.26 | (.35) | | | | | 0.08 | (.30) |
| Gender ideology | | | | | -0.89 * | (.43) | | | | | 0.88 * | (.39) |
| Intercept | 65.96 *** | (1.82) | 64.29 *** | (9.34) | 111.95 *** | (20.89) | 40.38 *** | (1.56) | 32.20 *** | (7.21) | 23.36 | (22.25) |
| R-Squared | 0.00 | | 0.07 | | 0.29 | | 0.04 | | 0.12 | | 0.35 | |
| N | 236 | | 236 | | 236 | | 172 | | 172 | | 172 | |

***p <.001, **p < .01, *p < .05, #p <.1

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A6.1. Mothers' and Fathers' Detailed Housework Behavior at NSFH Waves 1 and 2 among All Young and Partnered Focal Daughters and Sons

| | All Focal Children | | Partnered Focal Children | | | | | |
|---------------------------------------|--------------------|--------|--------------------------|--------|------|--------|------|--------|
| | NSFH-1 | | NSFH-2 | | | | | |
| | Mean | (SD) | Mean | (SD) | | | | |
| Partnered Daughters | | | | | | | | |
| <u>Mother's housework</u> | | | | | | | | |
| Female-typed housework tasks | 32.0 | (16.1) | 29.9 | (16.0) | 33.0 | (14.0) | 28.8 | (15.7) |
| Prepare meals | 9.9 | (5.8) | 9.2 | (5.5) | 10.6 | (5.3) | 9.1 | (5.5) |
| Wash dishes | 5.9 | (4.4) | 5.5 | (4.3) | 6.0 | (4.0) | 5.4 | (4.3) |
| Clean house | 8.5 | (5.9) | 7.5 | (5.6) | 8.6 | (6.1) | 7.3 | (5.6) |
| Clothes care (wash, iron, mend) | 4.7 | (3.3) | 4.6 | (3.1) | 4.8 | (3.2) | 4.1 | (2.6) |
| Shop for groceries | 2.9 | (1.8) | 3.2 | (2.1) | 3.0 | (1.9) | 2.9 | (1.9) |
| Other housework tasks | 5.8 | (4.5) | 7.1 | (5.2) | 6.2 | (3.6) | 6.4 | (4.4) |
| Outdoor chores | 1.6 | (2.3) | 2.0 | (2.5) | 1.9 | (2.4) | 1.7 | (2.1) |
| Pay bills | 1.5 | (1.2) | 1.7 | (1.5) | 1.5 | (1.2) | 1.5 | (1.2) |
| Maintain automobiles | 0.2 | (.5) | 0.2 | (.4) | 0.2 | (.4) | 0.2 | (.4) |
| Driving | 2.5 | (2.5) | 3.2 | (3.0) | 2.5 | (2.5) | 2.9 | (2.9) |
| Total housework time (hours per week) | 37.8 | (18.8) | 37.0 | (19.0) | 39.2 | (15.6) | 35.1 | (17.7) |
| N | 456 | | 456 | | 177 | | 177 | |
| Partnered Sons | | | | | | | | |
| <u>Mother's housework</u> | | | | | | | | |
| Female-typed housework tasks | 34.7 | (18.7) | 31.9 | (19.4) | 34.7 | (18.7) | 31.9 | (19.4) |
| Prepare meals | 10.6 | (6.0) | 9.5 | (6.4) | 10.6 | (6.0) | 9.5 | (6.4) |
| Wash dishes | 7.1 | (5.3) | 6.5 | (5.2) | 7.1 | (5.3) | 6.5 | (5.2) |
| Clean house | 9.2 | (6.8) | 7.8 | (6.2) | 9.2 | (6.8) | 7.8 | (6.2) |
| Clothes care (wash, iron, mend) | 4.7 | (3.6) | 4.9 | (3.7) | 4.7 | (3.6) | 4.9 | (3.7) |
| Shop for groceries | 3.1 | (2.1) | 3.3 | (2.4) | 3.1 | (2.1) | 3.3 | (2.4) |
| Other housework tasks | 6.6 | (5.5) | 6.8 | (5.7) | 6.6 | (5.5) | 6.8 | (5.7) |
| Outdoor chores | 2.1 | (3.2) | 1.8 | (2.9) | 2.1 | (3.2) | 1.8 | (2.9) |
| Pay bills | 1.5 | (1.5) | 1.9 | (1.8) | 1.5 | (1.5) | 1.9 | (1.8) |
| Maintain automobiles | 0.1 | (.4) | 0.2 | (.4) | 0.1 | (.4) | 0.2 | (.4) |
| Driving | 2.8 | (3.0) | 2.9 | (3.4) | 2.8 | (3.0) | 2.9 | (3.4) |
| Total housework time (hours per week) | 41.3 | (22.0) | 38.6 | (23.0) | 41.3 | (22.0) | 38.6 | (23.0) |
| N | 379 | | 379 | | 87 | | 87 | |

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table A6.2. OLS Regression of All Daughters' and Sons' Gender Ideology and Housework Time at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior, Mother's Wave 1 Characteristics, and Focal Children's Wave 3 Characteristics

| | Adult Daughters | | | | Adult Sons | | | |
|--|-----------------|--------|-----------------|---------|------------|--------|----------|--------|
| | Gender | | Total Housework | | Gender | | Total | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Early and Late Maternal Influence | | | | | | | | |
| Mother's gender ideology at wave 1 | 0.02 *** | (.00) | 0.02 | (.02) | 0.02 *** | (.00) | 0.04 * | (.02) |
| Mother's gender ideology at wave 2 | 0.00 | (.00) | -0.04 # | (.02) | 0.00 | (.00) | -0.02 | (.02) |
| Mother's housework time at wave 1 | -0.02 ** | (.01) | 0.04 | (.03) | 0.00 | (.01) | 0.05 # | (.03) |
| Mother's housework time at wave 2 | 0.00 | (.01) | 0.13 *** | (.03) | 0.00 | (.01) | 0.07 ** | (.02) |
| Mother employed at wave 1 | 0.22 | (.33) | 0.49 | (1.73) | 0.35 | (.33) | 0.03 | (1.36) |
| Mother employed at wave 2 | 0.42 | (.40) | 0.20 | (2.10) | 0.35 | (.39) | 0.13 | (1.59) |
| Mother's Characteristics | | | | | | | | |
| Age at birth of focal child | -0.06 * | (.03) | -0.20 | (.13) | -0.05 * | (.02) | 0.14 | (.09) |
| Black | 0.89 * | (.41) | 0.06 | (2.13) | 0.61 | (.43) | 7.86 *** | (1.71) |
| Hispanic origin | 0.73 # | (.40) | -0.23 | (2.08) | 0.02 | (.33) | 2.68 * | (1.35) |
| College degree | 0.08 | (.35) | 2.05 | (1.82) | 0.49 | (.31) | 0.80 | (1.25) |
| Married/cohabiting | 0.67 * | (.27) | 0.82 | (1.43) | 0.34 | (.33) | -1.91 | (1.35) |
| Catholic | -0.23 | (.52) | -2.10 | (2.68) | -0.11 | (.51) | 2.43 | (2.08) |
| Protestant (fundamentalist) | -1.48 ** | (.52) | 1.85 | (2.73) | -0.97 # | (.52) | -0.58 | (2.13) |
| Protestant (nonfundamentalist) | -0.44 | (.52) | -3.21 | (2.72) | -0.16 | (.53) | 0.40 | (2.15) |
| Some other religious affiliation | -0.77 | (.73) | 0.47 | (3.79) | -1.81 ** | (.68) | 1.00 | (2.78) |
| Lived in north central | 0.01 | (.38) | 1.00 | (1.96) | -0.28 | (.40) | 1.32 | (1.63) |
| Lived in south | -0.09 | (.39) | -0.06 | (2.04) | 0.20 | (.40) | 3.52 * | (1.63) |
| Lived in west | -0.14 | (.42) | 0.49 | (2.18) | -0.11 | (.42) | 1.96 | (1.70) |
| Lived in an urban area | -0.47 # | (.28) | 1.08 | (1.47) | 0.31 | (.29) | -1.51 | (1.18) |
| Children's Adult Characteristics | | | | | | | | |
| Age | 0.03 | (.07) | 1.70 *** | (.33) | 0.10 # | (.06) | 0.16 | (.23) |
| Married | -0.37 | (.34) | 4.06 * | (1.77) | -1.75 *** | (.49) | 0.60 | (2.02) |
| Cohabiting | 0.11 | (.36) | 3.31 # | (1.87) | -0.49 | (.44) | 1.05 | (1.78) |
| Years of education | 0.16 # | (.09) | -2.26 *** | (.48) | 0.12 | (.09) | -0.60 # | (.36) |
| Number of children age 0 to 4 | -0.37 | (.23) | 5.64 *** | (1.18) | 0.40 | (.41) | 3.61 * | (1.67) |
| Number of children age 5 to 11 | 0.51 | (.36) | 2.39 | (1.88) | 2.85 *** | (.65) | 7.83 ** | (2.70) |
| Employed | 0.18 | (.46) | -1.65 | (2.41) | -0.41 | (.52) | 4.26 * | (2.13) |
| Hours worked | 0.00 | (.01) | -0.03 | (.06) | 0.00 | (.01) | -0.06 | (.04) |
| Total housework time | 0.02 # | (.01) | — | | -0.02 # | | — | |
| Gender ideology | — | | 0.48 # | (.25) | — | (.01) | -0.40 # | (.22) |
| Intercept | 4.19 # | (2.25) | 9.03 | (11.75) | 3.02 | (2.13) | 6.15 | (8.68) |
| Adjusted R-squared | 0.17 | | 0.31 | | 0.20 | | 0.19 | |
| N | 456 | | 456 | | 379 | | 379 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note. Omitted categories are: mother is white, non-Hispanic; mother has no religious affiliation; mother lives in northeast; focal child is single.

Source: 1987-1988 and 2001-2002 National Survey of Families and Households.

Table A6.3. OLS Regression of Partnered Daughters' Gender Ideology, Housework Time, and % of Total Housework at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior, Mother's Wave 1 Characteristics, and Focal Children's Wave 3 Characteristics

| | Partnered Daughters | | | | | |
|--|---------------------|--------|----------------|---------|----------------------|---------|
| | Gender Ideology | | Housework Time | | % of Total Housework | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Early and Late Maternal Influence | | | | | | |
| Mother's gender ideology at wave 1 | 0.01 # | (.01) | 0.05 | (.04) | -0.14 ** | (.04) |
| Mother's gender ideology at wave 2 | 0.01 | (.01) | -0.06 # | (.03) | 0.03 | (.04) |
| Mother's housework time at wave 1 | -0.02 | (.01) | 0.10 | (.07) | -0.05 | (.08) |
| Mother's housework time at wave 2 | -0.01 | (.01) | 0.24 *** | (.06) | 0.05 | (.07) |
| Mother employed at wave 1 | 0.77 | (.55) | -2.38 | (2.65) | 3.63 | (3.18) |
| Mother employed at wave 2 | 1.32 # | (.73) | 1.16 | (3.54) | -6.64 | (4.26) |
| Mother's Characteristics | | | | | | |
| Age at birth of focal child | -0.07 | (.05) | -0.26 | (.24) | 0.01 | (.29) |
| Black | 0.16 | (.98) | 1.90 | (4.71) | -3.78 | (5.66) |
| Hispanic origin | 0.22 | (.73) | -5.44 | (3.47) | 6.29 | (4.17) |
| College degree | 0.36 | (.76) | -1.26 | (3.67) | 8.61 # | (4.41) |
| Married/cohabiting | 0.18 | (.45) | -3.26 | (2.16) | -5.20 * | (2.60) |
| Protestant (fundamentalist) | -1.21 * | (.49) | 2.35 | (2.42) | 4.19 | (2.91) |
| Lived in north central | -0.01 | (.64) | -2.69 | (3.08) | -1.68 | (3.71) |
| Lived in south | 0.29 | (.68) | -1.49 | (3.26) | 7.09 # | (3.92) |
| Lived in west | -0.40 | (.67) | 0.89 | (3.25) | 4.65 | (3.90) |
| Lived in an urban area | -0.52 | (.45) | 0.22 | (2.20) | -6.93 ** | (2.65) |
| Children's Adult Characteristics | | | | | | |
| Married | -1.01 # | (.56) | 0.17 | (2.71) | -2.53 | (3.26) |
| Number of children age 0 to 4 | 0.32 | (.37) | 5.90 *** | (1.72) | -1.71 | (2.06) |
| Number of children age 5 to 11 | 0.30 | (.55) | 3.66 | (2.65) | -0.90 | (3.19) |
| Employed | 0.20 | (.97) | -2.65 | (4.66) | 3.33 | (5.60) |
| Wife's usual hours worked per week | 0.00 | (.02) | 0.03 | (.10) | -0.21 # | (.12) |
| Husband's usual hours worked per week | -0.01 | (.01) | 0.02 | (.07) | 0.10 | (.08) |
| Husband has college degree, wife does not | 0.77 | (.77) | 3.32 | (3.73) | 4.07 | (4.49) |
| Wife has college degree, husband does not | 0.02 | (.90) | 0.57 | (4.35) | 2.10 | (5.23) |
| Focal child's years of education | -0.06 | (.17) | -1.26 | (.83) | -3.22 ** | (1.00) |
| Wife's proportion of couple's income | 2.64 # | (1.46) | -11.76 # | (7.03) | -10.44 | (8.45) |
| Husband's logged wage-and-salary income | 0.19 | (.15) | -2.62 *** | (.68) | -2.20 ** | (.81) |
| Imputed on income | 0.63 | (.62) | -2.59 | (3.00) | -3.14 | (3.60) |
| Wife's and husband's age within 2 years | -0.65 | (.50) | -3.20 | (2.40) | -2.17 | (2.89) |
| Wife's age > than husband's age by 2 years | -2.04 * | (.92) | -3.66 | (4.48) | -9.70 # | (5.39) |
| Focal child's age | 0.21 | (.11) | 1.08 * | (.55) | 0.35 | (.66) |
| Housework time | 0.01 | (.02) | — | — | — | — |
| Gender ideology score | — | — | 0.18 | (.40) | 0.17 | (.48) |
| Intercept | -0.16 | (4.26) | 46.06 * | (20.19) | 164.95 *** | (24.28) |
| R-Squared | 0.23 | | 0.46 | | 0.29 | |
| N | 177 | | 177 | | 177 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note: Measures of the number of girls and boys age 12 to 18 are not included in the models as very few (or none) of the focal children have any.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table A6.4. OLS Regression of Partnered Sons' Gender Ideology, Housework Time, and % of Total Housework at Wave 3 on Early and Late Measures of Mother's Gendered Attitudes and Behavior, Mother's Wave 1 and Focal Children's Wave 3 Characteristics

| | Partnered Sons | | | | | |
|--|-----------------|--------|----------------|---------|----------------------|---------|
| | Gender Ideology | | Housework Time | | % of Total Housework | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Early and Late Maternal Influence | | | | | | |
| Mother's gender ideology at wave 1 | 0.03 ** | (.01) | -0.01 | (.04) | -0.05 | (.06) |
| Mother's gender ideology at wave 2 | -0.01 | (.01) | 0.00 | (.04) | -0.03 | (.05) |
| Mother's housework time at wave 1 | -0.01 | (.02) | -0.08 | (.08) | -0.18 # | (.10) |
| Mother's housework time at wave 2 | -0.05 ** | (.02) | 0.05 | (.08) | 0.05 | (.10) |
| Mother employed at wave 1 | 0.52 | (.83) | -6.25 # | (3.56) | -7.13 | (4.39) |
| Mother employed at wave 2 | -1.35 | (1.03) | 4.20 | (4.59) | 8.89 | (5.65) |
| Mother's Characteristics | | | | | | |
| Age at birth of focal child | 0.07 | (.06) | 0.19 | (.25) | -0.03 | (.31) |
| Black | -0.55 | (1.18) | -0.53 | (5.21) | -5.30 | (6.41) |
| Hispanic origin | -0.41 | (1.30) | 3.27 | (5.70) | -5.51 | (7.01) |
| College degree | 0.94 | (.87) | -0.28 | (3.89) | 10.58 * | (4.78) |
| Married/cohabiting | 0.43 | (.65) | -3.82 | (2.82) | -9.34 ** | (3.48) |
| Protestant (fundamentalist) | -0.07 | (.74) | -0.44 | (3.27) | -4.32 | (4.03) |
| Lived in north central | -0.13 | (1.05) | 3.09 | (4.60) | 1.15 | (5.67) |
| Lived in south | 0.81 | (1.05) | 6.05 | (4.56) | 0.97 | (5.62) |
| Lived in west | -0.07 | (1.20) | 4.86 | (5.26) | 2.49 | (6.47) |
| Lived in an urban area | -0.18 | (.59) | -0.27 | (2.61) | -3.34 | (3.21) |
| Children's Adult Characteristics | | | | | | |
| Married | -1.78 * | (.76) | 2.27 | (3.50) | 9.82 * | (4.31) |
| Number of children age 0 to 4 | 0.78 | (.49) | 4.38 * | (2.11) | 2.64 | (2.60) |
| Number of children age 5 to 11 | 0.21 | (.99) | 2.35 | (4.35) | 1.93 | (5.36) |
| Employed | -1.10 | (1.58) | 5.98 | (6.95) | 21.43 * | (8.55) |
| Wife's usual hours worked per week | 0.02 | (.02) | 0.08 | (.09) | 0.05 | (.11) |
| Husband's usual hours worked per week | -0.02 | (.03) | -0.19 | (.13) | -0.55 *** | (.16) |
| Husband has college degree, wife does not | -1.67 | (1.34) | -3.23 | (5.98) | -12.44 # | (7.37) |
| Wife has college degree, husband does not | 2.07 | (1.32) | -5.69 | (5.88) | -6.21 | (7.24) |
| Focal child's years of education | -0.07 | (.21) | -0.34 | (.92) | -0.48 | (1.14) |
| Wife's proportion of couple's income | -0.63 | (2.09) | 6.83 | (9.17) | 8.74 | (11.29) |
| Husband's logged wage-and-salary income | 0.38 | (.25) | -1.02 | (1.13) | -1.36 | (1.39) |
| Imputed on income | -1.70 | (1.07) | -2.14 | (4.80) | -6.21 | (5.91) |
| Wife's and husband's age within 2 years | 1.34 | (.80) | 1.40 | (3.61) | 0.01 | (4.44) |
| Wife's age > than husband's age by 2 years | 2.03 * | (.94) | -3.48 | (4.28) | -9.60 # | (5.27) |
| Focal child's age | 0.26 | (.17) | 0.13 | (.76) | -0.68 | (.94) |
| Housework time | 0.01 | (.03) | — | — | — | — |
| Gender ideology score | — | — | 0.23 | (.60) | 0.26 | (.74) |
| Intercept | -1.78 | (5.64) | 21.64 | (24.69) | 102.69 ** | (30.39) |
| R-Squared | 0.35 | | 0.05 | | 0.30 | |
| N | 87 | | 87 | | 87 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note: Measures of the number of girls and boys age 12 to 18 are not included in the models as very few (or none) of the focal children have any.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table A6.5. OLS Regression of All Daughters' and Sons' Gender Ideology and Housework Time at Wave 3 on Measures of Mother's Gender Ideology and Housework Trajectories from Wave 1 to Wave 2, Mother's Wave 1 and Focal Children's Wave 3 Characteristics

| | Adult Daughters | | | | Adult Sons | | | |
|---|-----------------|--------|-----------|--------|-----------------|--------|----------|--------|
| | Gender Ideology | | Total | | Gender Ideology | | Total | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Mother's GI and HW Trajectories | | | | | | | | |
| Egalitarian at waves 1 and 2 | 1.57 *** | (.31) | -0.30 | (1.65) | 1.28 *** | (.32) | 0.30 | (1.34) |
| Egalitarian at wave 1/traditional at wave 2 | 1.35 *** | (.38) | 3.38 # | (1.96) | 0.85 * | (.40) | 0.44 | (1.65) |
| Traditional at wave 1/egalitarian at wave 2 | 0.50 | (.35) | -1.73 | (1.82) | -0.27 | (.40) | -2.55 | (1.65) |
| Housework low at waves 1 and 2 | 0.67 * | (.33) | -6.61 *** | (1.66) | 0.41 | (.31) | -3.05 * | (1.29) |
| Housework low at wave 1/high at wave 2 | 0.88 * | (.38) | -2.64 | (1.99) | -0.16 | (.38) | -3.70 * | (1.58) |
| Housework high at wave 1/low at wave 2 | 0.48 | (.36) | -5.88 ** | (1.82) | -0.02 | (.38) | -3.35 * | (1.58) |
| Mother's Characteristics | | | | | | | | |
| Mother employed at wave 1 | 0.18 | (.35) | 0.50 | (1.79) | 0.40 | (.33) | -0.14 | (1.38) |
| Mother employed at wave 2 | 0.42 | (.41) | 0.06 | (2.13) | 0.39 | (.40) | 0.50 | (1.64) |
| Age at birth of focal child | -0.06 * | (.03) | -0.20 | (.13) | -0.06 * | (.02) | 0.10 | (.10) |
| Black | 0.97 * | (.41) | 0.29 | (2.14) | 0.44 | (.43) | 7.81 *** | (1.73) |
| Hispanic origin | 0.36 | (.39) | 1.45 | (2.02) | -0.01 | (.34) | 2.76 * | (1.38) |
| College degree | 0.06 | (.36) | 2.59 | (1.83) | 0.50 | (.30) | 1.49 | (1.26) |
| Married/cohabiting | 0.65 * | (.28) | 1.43 | (1.46) | 0.40 | (.33) | -1.73 | (1.37) |
| Catholic | -0.25 | (.52) | -1.14 | (2.68) | -0.06 | (.51) | 3.20 | (2.11) |
| Protestant (fundamentalist) | -1.68 ** | (.52) | 3.11 | (2.73) | -1.08 * | (.52) | -0.88 | (2.16) |
| Protestant (nonfundamentalist) | -0.68 | (.53) | -1.80 | (2.74) | -0.15 | (.53) | 0.69 | (2.18) |
| Some other religious affiliation | -0.81 | (.74) | 2.45 | (3.82) | -1.77 * | (.69) | 1.18 | (2.87) |
| Lived in north central | 0.12 | (.38) | 0.74 | (1.97) | -0.34 | (.40) | 1.81 | (1.64) |
| Lived in south | 0.01 | (.40) | -0.71 | (2.06) | 0.26 | (.41) | 4.41 ** | (1.68) |
| Lived in west | 0.01 | (.42) | 0.11 | (2.19) | -0.20 | (.42) | 2.23 | (1.73) |
| Lived in an urban area | -0.37 | (.29) | 0.85 | (1.48) | 0.36 | (.29) | -1.38 | (1.20) |
| Children's Adult Characteristics | | | | | | | | |
| Age | 0.01 | (.07) | 1.77 *** | (.34) | 0.13 * | (.06) | 0.19 | (.24) |
| Married | -0.33 | (.35) | 4.13 * | (1.79) | -1.89 *** | (.49) | 0.92 | (2.05) |
| Cohabiting | 0.04 | (.37) | 3.75 * | (1.90) | -0.55 | (.44) | 0.82 | (1.81) |
| Years of education | 0.19 # | (.10) | -2.45 *** | (.48) | 0.12 | (.09) | -0.75 * | (.36) |
| Number of children age 0 to 4 | -0.36 | (.24) | 5.89 *** | (1.19) | 0.43 | (.41) | 3.50 * | (1.68) |
| Number of children age 5 to 11 | 0.48 | (.37) | 1.80 | (1.92) | 2.98 *** | (.65) | 8.05 ** | (2.75) |
| Employed | -0.05 | (.47) | -0.83 | (2.41) | -0.46 | (.52) | 4.07 # | (2.15) |
| Hours worked | 0.01 | (.01) | -0.05 | (.06) | 0.00 | (.01) | -0.06 | (.04) |
| Total housework time | 0.01 | (.01) | | | -0.02 # | (.01) | | |
| Gender ideology | | | 0.37 | (.25) | | | -0.39 # | (.22) |
| Intercept | 8.15 *** | (1.67) | 13.82 | (8.84) | 6.57 *** | (1.68) | 20.12 ** | (7.01) |
| Adjusted R-squared | 0.15 | | 0.31 | | 0.21 | | 0.17 | |
| N | 456 | | 456 | | 379 | | 379 | |

***p <.001, **p <.01, *p <.05, #p <.1

Note. Omitted categories are: mother is white, non-Hispanic; mother has no religious affiliation; mother lives in northeast; focal child is single.

Source:1987-1988 and 2001-2002 National Survey of Families and Households.

Table A6.6. OLS Regression of Partnered Daughters' Gender Ideology, Housework Time, and % of Total Housework at Wave 3 on Measures of Mother's Gender Ideology and Housework Trajectories from Wave 1 to Wave 2, Mother's Wave 1 and Focal Children's Wave 3 Characteristics

| | Partnered Daughters | | | | | |
|---|---------------------|--------|----------------|---------|----------------------|---------|
| | Gender Ideology | | Housework Time | | % of Total Housework | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Mother's GI and HW Trajectories | | | | | | |
| Egalitarian at waves 1 and 2 | 1.54 ** | (.52) | -0.14 | (2.63) | -6.53 * | (3.16) |
| Egalitarian at wave 1/traditional at wave 2 | 1.41 # | (.74) | 4.77 | (3.66) | -7.55 # | (4.40) |
| Traditional at wave 1/egalitarian at wave 2 | 0.56 | (.56) | -1.03 | (2.77) | 1.30 | (3.33) |
| Housework low at waves 1 and 2 | 1.01 # | (.55) | -11.96 *** | (2.57) | 2.11 | (3.09) |
| Housework low at wave 1/high at wave 2 | 0.49 | (.73) | -9.15 * | (3.55) | 1.30 | (4.27) |
| Housework high at wave 1/low at wave 2 | 0.33 | (.58) | -9.74 *** | (2.77) | 1.66 | (3.33) |
| Mother's Characteristics | | | | | | |
| Mother employed at wave 1 | 0.84 | (.55) | -2.32 | (2.75) | 3.20 | (3.30) |
| Mother employed at wave 2 | 1.28 # | (.74) | 1.15 | (3.70) | -6.27 | (4.45) |
| Age at birth of focal child | -0.06 | (.05) | -0.35 | (.25) | 0.01 | (.30) |
| Black | 0.20 | (.99) | 0.98 | (4.91) | -3.66 | (5.90) |
| Hispanic origin | 0.15 | (.70) | -5.27 | (3.45) | 8.51 * | (4.14) |
| College degree | 0.37 | (.75) | 1.70 | (3.73) | 8.16 # | (4.48) |
| Married/cohabiting | 0.24 | (.46) | -3.20 | (2.27) | -5.43 * | (2.73) |
| Protestant (fundamentalist) | -1.33 ** | (.48) | 2.63 | (2.45) | 5.74 # | (2.94) |
| Lived in north central | 0.02 | (.65) | -3.43 | (3.18) | -1.65 | (3.82) |
| Lived in south | 0.43 | (.68) | -2.92 | (3.35) | 7.22 # | (4.03) |
| Lived in west | -0.24 | (.67) | -0.22 | (3.32) | 4.42 | (3.99) |
| Lived in an urban area | -0.53 | (.46) | 0.16 | (2.27) | -7.43 ** | (2.73) |
| Children's Adult Characteristics | | | | | | |
| Married | -0.96 # | (.55) | -0.04 | (2.75) | -2.43 | (3.31) |
| Number of children age 0 to 4 | 0.31 | (.37) | 6.50 *** | (1.75) | -1.40 | (2.11) |
| Number of children age 5 to 11 | 0.34 | (.56) | 3.62 | (2.76) | -0.51 | (3.31) |
| Employed | -0.05 | (.96) | 1.89 | (4.73) | 3.88 | (5.69) |
| Wife's usual hours worked per week | 0.01 | (.02) | -0.03 | (.10) | -0.23 # | (.12) |
| Husband's usual hours worked per week | 0.00 | (.01) | -0.02 | (.07) | 0.09 | (.08) |
| Husband has college degree, wife does not | 0.89 | (.77) | 4.23 | (3.79) | 3.95 | (4.56) |
| Wife has college degree, husband does not | 0.18 | (.91) | 1.32 | (4.50) | 1.71 | (5.41) |
| Focal child's years of education | -0.10 | (.18) | -1.30 | (.87) | -2.82 ** | (1.04) |
| Wife's proportion of couple's income | 3.03 * | (1.45) | -13.82 # | (7.16) | -12.30 | (8.60) |
| Husband's logged wage-and-salary income | 0.18 | (.15) | -2.56 *** | (.70) | -2.17 * | (.84) |
| Imputed on income | 0.55 | (.62) | -1.66 | (3.08) | -3.60 | (3.70) |
| Wife's and husband's age within 2 years | -0.54 | (.50) | -2.96 | (2.47) | -1.79 | (2.97) |
| Wife's age > than husband's age by 2 years | -1.72 # | (.91) | -2.72 | (4.56) | -9.40 # | (5.49) |
| Focal child's age | 0.18 | (.12) | 0.97 # | (.57) | 0.38 | (.68) |
| Housework time | 0.00 | (.02) | — | — | — | — |
| Gender ideology score | — | — | 0.08 | (.41) | 0.14 | (.50) |
| Intercept | 4.26 | (3.46) | 67.14 *** | (16.26) | 128.27 *** | (19.55) |
| R-Squared | 0.24 | | 0.44 | | 0.26 | |
| N | 177 | | 177 | | 177 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note: Measures of the number of girls and boys age 12 to 18 are not included in the models as very few (or none) of the focal children have any.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

Table A6.7. OLS Regression of Partnered Sons' Gender Ideology, Housework Time, and % of Total Housework at Wave 3 on Measures of Mother's Gender Ideology and Housework Trajectories from Wave 1 to Wave 2, Mother's Wave 1 and Focal Children's Wave 3 Characteristics

| | Partnered Sons | | | | | |
|---|-----------------|--------|----------------|---------|----------------------|---------|
| | Gender Ideology | | Housework Time | | % of Total Housework | |
| | Beta | (SE) | Beta | (SE) | Beta | (SE) |
| Mother's GI and HW Trajectories | | | | | | |
| Egalitarian at waves 1 and 2 | 1.90 * | (.76) | -5.08 | (3.29) | -4.78 | (4.32) |
| Egalitarian at wave 1/traditional at wave 2 | 2.78 * | (1.08) | -6.80 | (4.71) | -2.47 | (6.18) |
| Traditional at wave 1/egalitarian at wave 2 | 0.53 | (.95) | -4.13 | (3.93) | 0.44 | (5.15) |
| Housework low at waves 1 and 2 | 2.06 * | (.81) | 1.98 | (3.59) | 1.95 | (4.71) |
| Housework low at wave 1/high at wave 2 | 0.86 | (1.39) | 9.48 | (5.67) | 4.26 | (7.44) |
| Housework high at wave 1/low at wave 2 | 2.71 ** | (.96) | 0.27 | (4.33) | -2.47 | (5.68) |
| Mother's Characteristics | | | | | | |
| Mother employed at wave 1 | 1.08 | (.88) | -7.52 * | (3.60) | -7.78 | (4.72) |
| Mother employed at wave 2 | -1.25 | (1.08) | 5.78 | (4.50) | 9.03 | (5.91) |
| Age at birth of focal child | 0.01 | (.06) | 0.25 | (.25) | -0.03 | (.32) |
| Black | -0.27 | (1.26) | -1.25 | (5.26) | -6.18 | (6.91) |
| Hispanic origin | -0.88 | (1.24) | 1.39 | (5.21) | -6.94 | (6.84) |
| College degree | 0.95 | (.89) | -0.98 | (3.78) | 8.67 # | (4.96) |
| Married/cohabiting | 1.07 | (.72) | -5.24 # | (2.99) | -10.21 * | (3.92) |
| Protestant (fundamentalist) | -0.25 | (.73) | -1.27 | (3.04) | -1.90 | (3.99) |
| Lived in north central | -0.78 | (1.08) | 3.53 | (4.52) | 0.17 | (5.93) |
| Lived in south | 0.10 | (1.09) | 6.34 | (4.49) | -0.18 | (5.89) |
| Lived in west | -0.67 | (1.25) | 5.52 | (5.19) | 1.56 | (6.81) |
| Lived in an urban area | -0.20 | (.64) | -0.74 | (2.69) | -3.76 | (3.53) |
| Children's Adult Characteristics | | | | | | |
| Married | -1.73 * | (.81) | 0.59 | (3.54) | 10.19 * | (4.64) |
| Number of children age 0 to 4 | 0.81 | (.50) | 3.96 # | (2.09) | 2.11 | (2.74) |
| Number of children age 5 to 11 | -0.15 | (1.09) | 4.39 | (4.52) | 1.89 | (5.93) |
| Employed | -1.91 | (1.65) | 7.54 | (6.92) | 25.30 ** | (9.08) |
| Wife's usual hours worked per week | 0.02 | (.02) | 0.07 | (.09) | 0.09 | (.12) |
| Husband's usual hours worked per week | -0.01 | (.03) | -0.17 | (.13) | -0.64 *** | (.17) |
| Husband has college degree, wife does not | -1.51 | (1.42) | -3.43 | (6.00) | -14.73 # | (7.88) |
| Wife has college degree, husband does not | 2.53 # | (1.42) | -7.60 | (6.02) | -6.07 | (7.90) |
| Focal child's years of education | 0.09 | (.20) | -0.32 | (.86) | 0.04 | (1.12) |
| Wife's proportion of couple's income | -1.21 | (2.13) | 7.94 | (8.88) | 5.14 | (11.66) |
| Husband's logged wage-and-salary income | 0.21 | (.27) | -0.96 | (1.11) | -1.42 | (1.46) |
| Imputed on income | -1.78 | (1.12) | -2.76 | (4.77) | -3.73 | (6.27) |
| Wife's and husband's age within 2 years | 0.47 | (.80) | 1.89 | (3.35) | -0.75 | (4.40) |
| Wife's age > than husband's age by 2 years | 1.51 | (.93) | -3.53 | (3.97) | -9.86 # | (5.21) |
| Focal child's age | 0.15 | (.18) | 0.44 | (.77) | -0.92 | (1.01) |
| Housework time | 0.02 | (.03) | — | — | — | — |
| Gender ideology score | — | — | 0.39 | (.58) | 0.46 | (.76) |
| Intercept | 1.31 | (5.15) | 7.22 | (21.54) | 74.59 * | (28.28) |
| R-Squared | 0.32 | | 0.10 | | 0.25 | |
| N | 87 | | 87 | | 87 | |

***p < .001, **p < .01, *p < .05, #p < .1

Note: Measures of the number of girls and boys age 12 to 18 are not included in the models as very few (or none) of the focal children have any.

Source: 1987-1988, 1992-1994, and 2001-2002 National Survey of Families and Households.

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