

Understanding fatherhood: masculinity, diversity and change

Hanan Hauari and Katie Hollingworth

Appendix one

Adult and child activity diaries



Fathers and Families
a research study

One day activity diary- **Adult**

This diary will help us find out a lot of useful information about how fathers, mothers and young people spend their time. Please make sure this diary is filled in by you and is for the day written at the bottom. Any information you provide will be kept private and confidential by the researchers and will only be used for the research. If you have any questions please telephoneon **0207 612** or text her on and she will return your call.

Researcher to fill in

Person No.

Diary Period (✓) Term time ☐ School holiday ☐

Diary Date

 Date Month Year

Diary Day(✓) ☐ ☐ ☐ ☐ ☐ ☐ ☐

 Mon Tues Wed Thu Fri Sat Sun

Name of **Child 1**.....Name of **Child 2**.....

Name of **Child 3**.....Name of **Child 4**.....

Person filling in this diary.....

To be filled in on.....



THOMAS CORAM RESEARCH UNIT

Please read these instructions before you start

Please use the columns in this diary to show us what you were doing, where you were and whether you were with anybody for each 15 minute period in the diary day.

All activities that people do are important. However uninteresting or routine you feel that something is, please write it in. An example (on page 5) and the details below will give you an idea of the level of information that we would like.

What were you doing?

Please write in what you were doing.

If you took longer than fifteen minutes please use an arrow to show how long you took to do that activity – as shown in the example on page 5.

If you did more than one thing within a 15 minute period, write in the one that took most time (your 'main' activity)

Please note:

- ***Work round the house or garden*** – Record what specific thing you did, e.g. 'cleaning bathroom', 'cooking dinner', 'hoovering', 'mowing lawn', etc.
- ***Childcare and activities with children*** – record what you did e.g. 'giving [child] dinner', playing with [child]' 'watching [child]' etc.
- ***Travel*** – If you go out, write in how you travelled, e.g. walking, passenger on bus or in care, drove car, cycled, etc.
- ***Paid work*** – for time spent at paid work just write 'at main job'. If you have a second job or other work, please show which is your main job and which is your second (or third, etc.) job.



Also

- If you were doing something you feel is too private to record, please write 'personal'.

What else were you doing?

If you were doing more than one thing at the same time, record the second activity in this column. For example, you might be watching television (main activity) and drinking tea or watching children (second activity).

You must decide which is the main and which is the second activity. Please don't forget to mark with an arrow the length of time spent on second activities, which may be different from the main activity.

You do not have to fill in this column for time at work, or at school, or asleep.

Where were you?

Write in where you were at that time. For example, 'at home', 'at a friend's house' or if travelling 'in a car', 'on a bus or train', 'on a cycle' or 'walking'.

Again, please use an arrow to mark the length of time you were at that place.

You do not have to fill in this column for time in work, education or in bed.

Who were you doing that activity with?

If you were doing an activity with somebody else, please put a tick in the

Who else was in that place at that time?

If there were other people present but you weren't doing the activity with them, please write in a letter '**P**' (for 'present') in the box or boxes. Have a look at the example on Page 5. So for example if you were watching TV in one room, and a child was somewhere else in the house, you would put a letter P in the box for that child.

You do not have to fill in this column for time in work, education or in bed, or other personal care (e.g. taking a shower, getting dressed)

If you have more than four children the researcher will agree with you which children to record information about when completing your diary.

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Example – this is an example of how somebody filled in the first page of their diary

	What were you doing? Please record your main activity for each 15 minute period <i>enter 1 main activity</i>	What else were you doing? Record the most important activity you were doing at the same time <i>e.g. looking after children, cleaning house, having a drink</i>	Where were you? <i>e.g. at home, at friends, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> <i>You do not have to fill these in for time at work or asleep.</i>							
Time				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Morning											
5:00 – 5:15	Sleeping ↓										
5:15 – 5:30											
5:30 – 5:45											
5:45 – 6:00											
6:00 – 6:15	Had shower		At home		P	P			P		
6:15 – 6:30	Got dressed				P	P			P		
6:30 – 6:45	Dressed children				✓	✓			P		
6:45 – 7:00	Made breakfast				P	P			✓		
7:00 – 7:15	Ate breakfast				✓	✓			✓		

This is your diary

Adult activity diary

Time	What were you doing? Please record your main activity for each 15 minute period <i>enter 1 main activity</i>	What else were you doing? Record the most important activity you were doing at the same time <i>e.g. looking after children, cleaning house, having a drink</i>	Where were you? <i>e.g. at home, at friends, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> <i>You do not have to fill these in for time at work or asleep.</i>							
				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Morning											
5:00 – 5:15											
5:15 – 5:30											
5:30 – 5:45											
5:45 – 6:00											
6:00 – 6:15											
6:15 – 6:30											
6:30 – 6:45											
6:45 – 7:00											
7:00 – 7:15											
7:15 – 7:30											
7:30 – 7:45											
7:45 - 8:00											

Time	What were you doing? Please record your main activity for each 15 minute period <i>enter 1 main activity</i>	What else were you doing? Record the most important activity you were doing at the same time <i>e.g. looking after children, cleaning house, having a drink</i>	Where were you? <i>e.g. at home, at friends, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> <i>You do not have to fill these in for time at work or asleep.</i>							
				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Morning											
8:00 – 8:15											
8:15 – 8:30											
8:30 – 8:45											
8:45 – 9:00											
9:00 – 9:15											
9:15 – 9:30											
9:30 – 9:45											
9:45 – 10:00											
10:00 – 10:15											
10:15 – 10:30											
10:30 – 10:45											
10:45 – 11:00											

Time	What were you doing? Please record your main activity for each 15 minute period <i>enter 1 main activity</i>	What else were you doing? Record the most important activity you were doing at the same time <i>e.g. looking after children, cleaning house, having a drink</i>	Where were you? <i>e.g. at home, at friends, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> <i>You do not have to fill these in for time at work or asleep.</i>								
				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know	
Morning												
11:00 – 11:15												
11:15 – 11:30												
11:30 – 11:45												
11:45 – 12:00												
Afternoon												
12:00 – 12:15												
12:15 – 12:30												
12:30 – 12:45												
12:45 – 1:00												
1:00 – 1:15												
1:15 – 1:30												
1:30 – 1:45												
1:45 – 2:00												

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Time				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Afternoon											
2:00 – 2:15											
2:15 – 2:30											
2:30 – 2:45											
2:45 – 3:00											
3:00 – 3:15											
3:15 – 3:30											
3:30 – 3:45											
3:45 – 4:00											
4:00 – 4:15											
4:15 – 4:30											
4:30 – 4:45											
4:45 – 5:00											

Time	What were you doing? Please record your main activity for each 15 minute period <i>enter 1 main activity</i>	What else were you doing? Record the most important activity you were doing at the same time <i>e.g. looking after children, cleaning house, having a drink</i>	Where were you? <i>e.g. at home, at friends, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> <i>You do not have to fill these in for time at work or asleep.</i>							
				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Evening											
5:00 – 5:15											
5:15 – 5:30											
5:30 – 5:45											
5:45 – 6:00											
6:00 – 6:15											
6:15 – 6:30											
6:30 – 6:45											
6:45 – 7:00											
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7:30 – 7:45											
7:45 – 8:00											

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				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Evening											
8:00 – 8:15											
8:15 – 8:30											
8:30 – 8:45											
8:45 – 9:00											
9:00 – 9:15											
9:15 – 9:30											
9:30 – 9:45											
9:45 – 10:00											
10:00 – 10:15											
10:15 – 10:30											
10:30 – 10:45											
10:45 – 11:00											

Time	What were you doing? Please record your main activity for each 15 minute period <i>enter 1 main activity</i>	What else were you doing? Record the most important activity you were doing at the same time <i>e.g. looking after children, cleaning house, having a drink</i>	Where were you? <i>e.g. at home, at friends, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> <i>You do not have to fill these in for time at work or asleep.</i>							
				Alone or with people you don't know	Child 1	Child 2	Child 3	Child 4	Partner	Others in household	Other people you know
Evening											
11:00 – 11:15											
11:15 – 11:30											
11:30 – 11:45											
11:45 – 12:00											



Thank you for filling in your diary!

Please keep your diary safe in your
folder



Fathers and Families

a research study

One day activity diary- Young Person

This diary will help us find out a lot of useful information about how fathers, mothers and young people spend their time. Please make sure this diary is filled in by you and is for the day written at the bottom. Any information you provide will be kept private by the researchers and will only be used for the research. If you have any questions please telephoneon **0207 612** or text her on and she will return your call.

Researcher to fill in

Person No.

Diary Period (✓)

Term time

☐

School holiday

☐

Diary Date

Date

Month

Year

Diary Day(✓)

☐☐☐☐☐☐☐

Mon

Tues

Wed

Thu

Fri

Sat

Sun



Please read these instructions before you start

Please use the columns in this diary to show us what you were doing, where you were and whether you were with anybody for each 15 minute period in the diary day.

All activities that people do are important. However normal or boring you feel that something is, please write it in. On page 4 is an example of a diary that someone has already filled in. If you have a look at it you will get an idea of how to fill in your diary. The person who filled in the diary on page 4 was getting ready for school. It may seem like a lot of work to write something in for every 15 minutes, but if you were doing the same thing for more than 15 minutes you can use an arrow instead of writing the same thing in lots of times. Also, you don't have to fill in anything for the time you spend at school or college.

What were you doing?

Please write in what you were doing, For example, 'playing on the computer', 'having tea', 'playing football', 'helping Mum with washing up'

If you took longer than 15 minutes please use an arrow to show how long you took to do that thing – as shown in the example on page 4.

- ***At school or college*** – for time spent at school or college, just write in 'at school', or 'at college' etc.
- ***Sleeping*** – just write 'in bed'



Write in where you were at that time. For example, 'at home', 'at a friend's house'

You do not have to fill in this column for time at school or college or in bed.

Who were you doing that activity with?

If you were doing an activity with somebody else, please put a tick in the box or boxes, like this ✓. Have a look at the example on Page 4. So if you were watching TV with your Mum, you would put a tick in the box 'with your Mum'.

Who else was in that place at that time?

If there were other people around, for example, in the same house, but you weren't doing the activity with them, please write a letter **P** (for present) in the box or boxes. Have a look at the example on Page 4. So for example if you were watching TV in one room, and your Mum was somewhere else in the house, you would put a letter P in the box 'with your Mum'.

You do not have to fill in this column for time at school or college or in bed.

Example – this is an example of how somebody filled in the first page of their diary

	What were you doing? <i>For example: sleeping, watching TV/DVD, playing on computer, at school, eating breakfast</i>	Where were you? <i>For example: at home, at school, at friends, at park, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> You do not have to fill these in for time at school or asleep. Please make sure you fill them in for all other times.							
Time			Alone or with people you don't know	Your Mum	Your Dad	Brother &/or sister	A friend	Other young people	Others in household	Other people you know
Morning										
6:30 – 6.45	Sleeping									
6:45 – 7.00	↓									
7:00 – 7:15	Watched T.V.	At home		P	P	✓				
7:15 – 7:30	Ate breakfast			✓	✓	✓				
7: 30 – 7:45	Got dressed			P	P	P				
7:45 – 8:00	Walked to bus stop	Walking			✓					
8:00 – 8:15	On bus	On bus			✓					
8:15 – 8:30	↓									
8:30 – 8:45	At school	At school					✓	✓		
8:45 - 9.00	↓									

This is your diary

Young person's activity diary

Time	What were you doing? <i>For example: sleeping, watching TV/DVD, playing on computer, at school, eating breakfast</i>	Where were you? <i>For example: at home, at school, at friends, at park, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> You do not have to fill these in for time at school or asleep. Please make sure you fill them in for all other times.							
			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Morning										
5:00 – 5:15										
5:15 – 5:30										
5:30 – 5:45										
5:45 – 6:00										
6:00 – 6:15										
6:15 – 6:30										
6:30 – 6:45										
6:45 – 7:00										

	What were you doing? <i>For example: sleeping, watching TV/DVD, playing on computer, at school, eating breakfast</i>	Where were you? <i>For example: at home, at school, at friends, at park, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> You do not have to fill these in for time at school or asleep. Please make sure you fill them in for all other times.							
Time			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Morning										
7:00 – 7:15										
7:15 – 7:30										
7:30 – 7:45										
7:45 – 8:00										
8:00 – 8:15										
8:15 – 8:30										
8:30 – 8:45										
8:45 – 9:00										
9:00 – 9:15										
9:15 – 9:30										

Time	What were you doing? <i>For example: sleeping, watching TV/DVD, playing on computer, at school, eating breakfast</i>	Where were you? <i>For example: at home, at school, at friends, at park, in car, on bus, train, walking</i>	Who were you doing that activity with? <i>Please mark the boxes with a tick (✓)</i> Who else was present (but not taking part in the activity)? <i>Please mark the boxes with a letter "P"</i> You do not have to fill these in for time at school or asleep. Please make sure you fill them in for all other times.							
			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Morning										
9:30 – 9:45										
9:45 – 10:00										
10:00 – 10:15										
10:15 – 10:30										
10:30 – 10:45										
10:45 – 11:00										
11:00 – 11:15										
11:15 – 11:30										
11:30 – 11:45										
11:45 – 12:00										

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			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Afternoon										
12:00 – 12:15										
12:15 – 12:30										
12:30 – 12:45										
12:45 – 1:00										
1:00 – 1:15										
1:15 – 1:30										
1:30 – 1:45										
1:45 – 2:00										
2:00 – 2:15										
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			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Afternoon										
2:30 – 2:45										
2:45 – 3:00										
3:00 – 3:15										
3:15 – 3:30										
3:30 – 3:45										
3:45 – 4:00										
4:00 – 4:15										
4:15 – 4:30										
4:30 – 4:45										
4:45 – 5:00										

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Time			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Evening										
5:00 – 5:15										
5:15 – 5:30										
5:30 – 5:45										
5:45 – 6:00										
6:00 – 6:15										
6:15 – 6:30										
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Time			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Evening										
7:30 – 7:45										
7:45 – 8:00										
8:00 – 8:15										
8:15 – 8:30										
8:30 – 8:45										
8:45 – 9:00										
9:00 – 9:15										
9:15 – 9:30										
9:30 – 9:45										
9:45 – 10:00										

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Time			Alone or with people you don't know	With your Mum	With your Dad	With brother &/or sister	With a friend	With other young people	With others in household	With other people you know
Evening										
10:00 – 10:15										
10:15 – 10:30										
10:30 – 10:45										
10:45 – 11:00										
11:00 – 11:15										
11:15 – 11:30										
11:30 – 11:45										
11:45 – 12:00										

Thank you for filling in your diary!

Please keep your diary safe in your
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Appendix Two

Interview topic guides

Fathers and Families

Understanding fatherhood - masculinity, diversity and change

Topic guide for depth interviews with fathers

Objectives of interview – to explore the following key research questions:

1. What is ‘a father’ and is this different across different ethnic groups?

- What do fathers ‘do’ (What are the components of fathering: doing, providing, modelling etc) and what don’t they do
- Is ‘fathering’ different to ‘mothering’
- Is there a common model of ‘fathering’ across different ethnic groups in Britain

2. What shapes or influences present-day fathering? The relative influence of:

- Men and women’s own childhood experiences and being fathered/parented
- Culture, ethnicity, identity, religion
- Current life and family circumstances
- Ideas and ideals about gender roles
- Partners’ and children’s ideas about fathering

3. Has fathering changed over time?

- Are today’s fathers different to how their fathers were
- What are the key dimensions of similarity and difference
- What might account for changes over time

Other questions

- What makes a ‘good’ father?
- Do ideals about fathering match reality?
- How easy or difficult is it to be a ‘good’ father?
- Within families, do fathers, mothers and children have the same or different ideals about fathering?
- Do fathers matter? Do they matter in different ways across ethnic groups?

Topic guide – fathers

1. Introductions

Introduction to researchers and research

Your name, TCRU, purpose of interview/research, funder, voluntary nature of participating, confidentiality, don't have to answer any questions you don't like, permission to tape, analysis and reporting, storage of data, discussion of consent issues, any questions

Note to interviewer: have family background questionnaire to hand.

2. Growing up as a child - Background circumstances

I'd like to start by getting you to tell me a bit about your childhood and what it was like for you growing up.

- Where you were mainly brought up? (*probe: urban or rural, in UK/outside; explore place of origin if not British and when came to Britain*)
- Who did you live with when you were growing up? (*Probe: explore household structure: whether two parents, siblings, extended family etc*)
- Did either of your parents/your mother/father work whilst you were growing up? (*Probe: which parent, full/part time work, type of work, whether employed throughout childhood*)
- Thinking about where you grew up, and where your children are growing up now, how different or similar are things for them? (*Probe: environment, culture etc*)

3. Growing up as a child – being mothered and being fathered

- Who did you mostly spend time with as a young child – who looked after you? (*Probe for levels of involvement in care by each parent, or by other carers*)
- Did it stay the same or change as you got older? (*Probe for changes over time, and reasons*)
- Did you do things together as a family? (*Probe: what, how often etc*)

- Did your relationship with your mother change over time? (Probe: how, reasons etc)
- How would you describe your **father**: what type of man was he? (*Probe for characteristics, personality and temperament*)
- What sorts of things did he feel strongly about? (*Probe: beliefs and attitudes; religious, cultural, aspirations for children and family, whether a 'family man' etc*)
- What type of father was he? (*Probe: style of parenting; nurturer, provider, moral guide, strictness, disciplinarian etc*)
- How would describe your relationship with your father? (*Probe for close or distant relationship, levels of warmth, nurturance, confiding, how much time spent together*)
- As a child, how much time did you spend with your father, and what sorts of things did you do together? (*Probe regularity, whether saw daily, how much time relative to mother, if restricted time why*)
- Did your relationship with your father change over time? (*Probe how, reasons etc*)
- Did your parents share things at home, or did they have different responsibilities or tasks? For example, who:
 - Earned the money
 - Made important decisions
 - Did the housework - cleaning house, washing clothes etc
 - Did the shopping and cooking
 - Mended things round the house
 - Looked after the children's physical needs (nappies, feeding, bathing etc)
 - Played with you/siblings
 - Disciplined you/siblings
 - Supervised education, homework etc

Probe for domestic division of labour, whether household organised on 'traditional' or egalitarian lines

- IF APPROPRIATE: Did your father behave differently towards his sons and daughters? (*Probe: how [concrete examples] and for what reasons*)

4. Fathering now

- Now thinking about your own life now that you are a father, what do you consider to be your main responsibilities at home and to the children? (*Probe: child care, education, playing, discipline, financial etc*)
- Which of these responsibilities are the most important to you? **Get father to prioritise responsibilities**

- Are there any types of things that only your partner does? (*Probe: what kind of activities, why her only*)
- Do you do things like this because this is how you/your partner think this is the best way to do things – or did it just happen (*Probe: whether a conscious decision was made regarding ‘who did what’ in family, if so how and on what basis, religious/cultural beliefs*)

Diary follow-up

Note: Interviewer will use activity diary to explore time spent with child/siblings. Will be prepared before hand – noticing any differences in patterns between week and weekends, and between term and holidays. Also noticing whether father spends time with child alone, and sorts of activities involved with/not involved with.

Diary follow-up

- Explore parenting behaviours as recorded
- ‘Who did what with whom’
- Review/discuss together the balance of activities and time spent across four diary periods (term time week day, term time weekend, holiday week day, holiday weekend)
- FOR EACH PERIOD, CHECK Is this a fairly typical [weekday] for you in the [school term time]? (*If not, probe why, and what more typical pattern would look like*)
- Looking back at the diary, how does it strike you now? Does anything surprise you?
- Is there anything you do regularly with index child/other children that is not reflected in these diaries? (*Probe what, how regularly, why not in diary*)
- Is there anything you did that you’d prefer to do less of/more of?
- NOTE IF DIARY SHOWS TIME SPENT ALONE WITH INDEX CHILD, OR NOT: How regularly/often do you look after any of the children on your own? (*Probe: In what circumstances*)
- How do you feel about the amount of time you spent with [index child]?
- How do you feel about the activities you did with [index child] – are these different/same as with other children?
- Do you think other fathers’ diaries would look same/different?
- If we had asked your father to do one of these diaries, would it have looked same/different?

- Do you see men and women as having different responsibilities or doing different things within the family? *(Probe: specific roles, any particular reasons why men have certain roles and women others, whether stem from certain beliefs?)*
- Are there certain things that you think only men should be responsible for in the family? *(Probe: If so, what things and why?)*
- Do fathers matter? Do children get anything from their fathers that they can't get from mothers? *(Probe; whether children need fathers; how well do children grow up without a father at home)*
- Are there certain things that you think only women should be responsible for in the family?
- What makes someone a really good father? *(Probe: characteristics, beliefs and attitudes, behaviours)*
- Are there ever times when being a good father makes someone 'less of a man'? *(Probe, does fathering ever conflict with notions of masculinity; or is someone more of a man for being a good father)*

6. Ideals versus reality - barriers and enabling factors to good fathering

- How easy or difficult is it to live up to the ideal of a 'good' father, in this day and age?
- What things make it more difficult to be a good father these days? *(Probe: life stresses, social and cultural changes and expectations, personal factors. What are most important limiting factors)*
- What things would make these difficulties less? *(Probe whether access to services a factor here and whether fathers would ever use family support services)*
- Looking back on your own childhood, are you a better or a worse father to your children than your father was to you, or about the same?
- What things would be most helpful in helping you to be the father you want to be?
- What kinds of parent(s) do you think your own child(ren) will make? Will it be easier or more difficult for them?

7. Close

- Is there anything else we haven't talked about that you'd like to say?
- Thanks and re-iteration of confidentiality etc
- Any last questions for researchers

Fathers and Families

Understanding fatherhood - masculinity, diversity and change

Topic guide for depth interviews with mothers

Objectives of interview – to explore the following key research questions:

1. What is ‘a father’ from the perspective of the mother and is this different across different ethnic groups?

- What do fathers ‘do’ (What are the components of fathering: caring, providing, educating, modelling etc) and what don’t they do
- Is ‘fathering’ different to ‘mothering’
- Is there a common model of ‘fathering’ across different ethnic groups in Britain

2. What shapes or influences present-day fathering? The relative influence of:

- Men and women’s own childhood experiences and being fathered/parented
- Culture, ethnicity, identity, religion
- Current life and family circumstances
- Ideas and ideals about gender roles
- Mother’s and children’s ideas about fathering

3. Has fathering changed over time?

- Are today’s fathers different to how their fathers were
- What are the key dimensions of similarity and difference
- What might account for changes over time

Other questions

- **What makes a ‘good’ father?**
- **Do ideals about fathering match reality?**
- **How easy or difficult is it to be a ‘good’ father?**
- **Within families, do fathers, mothers and children have the same or different ideals about fathering?**

Topic guide – mothers

2. Introductions

Introduction to researchers and research

Your name, TCRU, purpose of interview/research, funder, voluntary nature of participating, confidentiality, don't have to answer any questions you don't like, permission to tape, analysis and reporting, storage of data, discussion of consent issues, any questions

Note to interviewer: have family background questionnaire to hand.

2. Growing up as a child - Background circumstances

I'd like to start by getting you to tell me a bit about your childhood and what it was like for you growing up.

- Where you were mainly brought up? (*probe: urban or rural, in UK/outside; explore place of origin if not British and when came to Britain*)
- Who did you live with when you were growing up? (*Probe: explore household structure: whether two parents, siblings, extended family etc*)
- Did either of your parents/your mother/father work whilst you were growing up? (*Probe: which parent, full/part time work, type of work, whether employed throughout childhood*)
- Thinking about where you grew up, and where your children are growing up now, how different or similar are things for them? (*Probe: environment, culture*)

3. Growing up as a child – being mothered and being fathered

- Who did you mostly spend time with as a young child – who looked after you? (*Probe for levels of involvement in care by each parent, or by other carers*)
- Did it stay the same or change as you got older? (*Probe for changes over time, and reasons*)
- Did you do things together as a family? (*Probe: what, how often etc*)

How would you describe your mother: what type of woman was she? (*Probe for characteristics*)

- How would you describe your **father**: what type of man was he? (*Probe for characteristics, personality and temperament*)
- What sorts of things did he feel strongly about? (*Probe: beliefs and attitudes; religious, cultural, hopes/aspirations for children and family, whether a 'family man' etc*)
- What type of father was he? (*Probe: style of parenting; nurturer, provider, moral guide, strictness, disciplinarian etc*)
- How would you describe your relationship with your father? (*Probe for close or distant relationship, levels of warmth, nurturance, confiding, how much time spent together and doing what?*)
- As a child, how much time did you spend with your father? What sorts of things did you do together? (*Probe regularity, whether saw daily, how much time relative to mother, if restricted time why*)
- Did your relationship with your father change over time? (*Probe how, reasons etc*)
- Did your parents share things at home, or did they have different responsibilities or tasks? For example, who:
 - Earned the money
 - Made important decisions
 - Did the housework - cleaning house, washing clothes etc
 - Did the shopping and cooking
 - Mended things round the house
 - Looked after the children's physical needs (nappies, feeding, bathing etc)
 - Played with you/siblings
 - Disciplined you/siblings
 - Supervised education, homework etc

Probe for domestic division of labour, whether household organised on 'traditional' or egalitarian lines

- IF APPROPRIATE: Did your father behave differently towards his sons and daughters? (*Probe: how [concrete examples] and for what reasons*)

5. Fathering now - mother's perspective

- Now thinking about your own life now that you are a mother, what do you consider to be your main responsibilities at home and to the children? (*Probe: child care, education, playing, discipline, financial etc*)
- Which of these responsibilities are the most important to you? **Get mother to prioritise responsibilities in order of importance to her and why in that order.** *Probe: whether*

- Are there any types of things that only your partner does? (*Probe: what kind of activities, why him only, in what circumstances?*)
- Do you do things like this because this is how you/your partner think is the best way to do things – or did it just happen (*Probe: whether a conscious decision was made regarding ‘who did what’ in family, if so how and on what basis, religious/cultural beliefs*)

Diary follow-up

Note: Interviewer will use activity diary to explore time spent with child/siblings. Will be prepared before hand – noticing any differences in patterns between week and weekends, and between term and holidays. Also noticing whether father spends time with child alone, and sorts of activities involved with/not involved with.

Diary follow-up

- Explore parenting behaviours as recorded
- ‘Who did what with whom’
- Review/discuss together the balance of activities and time spent across four diary periods (term time week day, term time weekend, holiday week day, holiday weekend)
- FOR EACH PERIOD, CHECK Is this a fairly typical [weekday] for you in the [school term time]? (*If not, probe why, and what more typical pattern would look like*)
- Looking back at the diary, how does it strike you now? Does anything surprise you?
- Is there anything you do regularly with index child/other children that is not reflected in these diaries? (*Probe what, how regularly, why not in diary*)
- Is there anything you did that you’d prefer to do less of/more of?
- NOTE IF DIARY SHOWS TIME SPENT ALONE WITH INDEX CHILD, OR NOT: How regularly/often do you look after any of the children on your own? (*Probe: In what circumstances*)
- How do you feel about the amount of time you spent with [index child]?
- How do you feel about the activities you did with [index child] – are these different/same as with other children?
- Do you think other mothers’ diaries would look same/different?
- If we had asked your mother to do one of these diaries, would it have looked same/different?

5 The ‘ideal’ father

- Do you see men and women as having different responsibilities or doing different things within the family? *(Probe: specific roles, any particular reasons why men have certain roles and women others, whether stem from certain beliefs?)*
- Are there certain things that you think only men should be responsible for in the family? *(Probe: If so, what things and why?)*
- Do fathers matter? Do children get anything from their fathers that they can't get from mothers? *(Probe: whether children need fathers; how well do children grow up without a father at home)*
- Are there certain things that you think only women should be responsible for in the family?
- What makes someone a really good father? *(Probe: characteristics, beliefs and attitudes, behaviours)*
- Are there ever times when being a good father makes someone 'less of a man'? *(Probe, does fathering ever conflict with notions of masculinity; or is someone more of a man for being a good father)*

6. Ideals versus reality - barriers and enabling factors to good fathering

- How easy or difficult is it to live up to the ideal of a 'good' father, in this day and age?
- What things make it more difficult to be a good father these days? *(Probe: life stresses, social and cultural changes and expectations, personal factors. What are most important limiting factors)*
- What things would make these difficulties less? *(Probe whether access to services a factor here and whether fathers would ever use family support services)*
- Looking back on your own childhood, are you a better or a worse parent to your children than your parents were to you, or about the same?
- What things would be most helpful in helping you to be the parent(s) you want to be?
- What kinds of parent(s) do you think your own child(ren) will make? Will it be easier or more difficult for them?

7. Close

- Is there anything else we haven't talked about that you'd like to say?
- Thanks and re-iteration of confidentiality etc
- Any last questions for researchers
- What happens next (incl reporting and feedback)
- Thank you vouchers and receipts

Fathers and Families

Understanding fatherhood - masculinity, diversity and change

Topic guide for depth interviews with children and young people

Objectives of interview – to explore the following key research questions:

1. What is ‘a father’ from the perspective of the child and is this different across different ethnic groups?

- What do fathers ‘do’ (What are the components of fathering: caring, providing, educating, modelling etc) and what don’t they do
- Is ‘fathering’ different to ‘mothering’
- Is there a common model of ‘fathering’ across different ethnic groups in Britain

2. What shapes or influences present-day fathering? The relative influence of:

- Culture, ethnicity, identity, religion, peers, media etc
- Current life and family circumstances
- Ideas and ideals about gender roles
- Child’s own views, preferences etc

Other questions

- What makes a ‘good’ father?
- Do ideals about fathering match reality?
- How easy or difficult is it to be a ‘good’ father?
- Within families, do fathers, mothers and children have the same or different ideals about fathering?
- Do fathers matter? Do they matter in different ways across ethnic groups?

Topic guide – children and young people

3. Introductions

Introduction to researchers and research

Your name, TCRU, purpose of interview/research, funder, voluntary nature of participating, confidentiality, don't have to answer any questions you don't like, no right or wrong answers, permission to tape, analysis and reporting, storage of data, discussion of consent issues, any questions

Note to interviewer: have family background questionnaire to hand.

2. Background and warm up

I'd like to start by getting you to tell me a bit about yourself and your family:

- Tell me about who lives with you here? (*Probe: names of household members, pets etc*)
- Tell me about this area. What is it like to live around here? (*Probe: playgrounds, things for children to do and friendship networks*)
- (Where) do you go to school/college? What is your school/college like? What do you like doing when you're not at school/college?

3. Being mothered and being fathered

I'd like to ask you a few things about you and your family

- Who do you mostly spend time with at home – (who looks after you)? (*Probe for levels of involvement in care by each parent, or by other carers*)
- Do you do things together as a family? (*Probe: what, how often etc*)
- Can you tell me about your **mum**: What type of mum is she? (*Probe: style of parenting; nurturer, provider, moral guide, strictness, disciplinarian etc; how compares to other people's mums*) [*use shuffle cards as game to get younger children to identify key words that describe mother*]
- How do you get on with your mum? (*Probe for close or distant relationship, levels of warmth, nurturance, confiding, how much time spent together*)

- How much time do you spend with your father, and what sorts of things do you do together? (*Probe regularity, whether sees daily, how much time relative to mother, if restricted time why; type of activities – eg education, playing, discipline. Concretise by asking how many hours spent today, yesterday, last week, last weekend etc*)

6. Fathering now – child's perspectives

- When your dad is at home, what does he do? (*Probe: domestic chores, child caring, other*)
- What doesn't he do?
- What type of things do you do with your dad? (*Probe: get child to list activities, daily routines that involve father, why with dad, does mum do them sometimes*). [*Possibly use shuffle cards for this- to test in pilot*]
- Are there any things that you only do with your dad? (*Probe: what kind of activities, why dad only*)
- Are there any types of things that you only do with your mum? (*Probe: what kind of activities, why mum only*)
- Are there things that you usually do together with your mum and dad? (*Probe: what things, when, why*)

Diary follow-up

Note to interviewer: Interviewer will use activity diary to explore time spent with father/mother. Will be prepared beforehand – noticing any differences in patterns between week and weekends, and between term and holidays. Also noticing whether father spends time with child alone, and sorts of activities involved with/not involved with.

Diary follow-up

- Explore parenting behaviours as recorded by child
- 'Who did what with whom'
- Review/discuss together the balance of activities and time spent across four diary periods (term time week day, term time weekend, holiday week day, holiday weekend)
- FOR EACH PERIOD, CHECK: Is this a fairly typical [weekday/weekend day] for you in the [school term time/holidays]? (*If not, probe why, and what more typical pattern would look like*)
- Is there anything you do regularly with dad/mum that is not shown in these diaries? (*Probe what, how regularly, why not in diary*)
- NOTE IF DIARY SHOWS TIME SPENT ALONE WITH DAD, OR NOT: How regularly/often does your dad spend time with you on your own? (*Probe: In what circumstances*)

Note to interviewer: Interviewer will use photo diary to explore time spent and activities done with index child.

Explore photos with child:

- What's happening in the photos
- Who's in the photos (and who is not)
- Sort/shuffle into categories if applicable (playing educational, chores, other etc)
- Which photo do they like best and why?

5 The 'ideal' father - child's perspective

Note to interviewer: Explore understandings of masculinity, femininity, and gender roles from child's perspective

- Are dads important? (Probe: whether children need fathers; why, why are they important to children; what would it be like growing up without a dad?)
- Are there certain things that you think only dads should do? (Probe: If so, what things and why: child care, education, playing, discipline, financial etc)
- What is the most important thing(s) dads should do? (Probe: why, can mum do them, if not, why?)
- Are there certain things that you think only mums should do? (Probe: If so, what things and why: child care, education, playing, discipline, financial etc)
- What is the most important thing(s) mums should do? (Probe: why, can mum do them, if not, why?)
- What is your idea of a really good dad? (Probe: characteristics, beliefs and attitudes, behaviours, like own dad or a bit different)
- What is your idea of a really good mum (and are those things different from the things that make a good dad?)
- When you grow up will you be a dad/mum? (Probe: why/not)
- What kind of mum/dad do you want to be? (Probe: whether like own mum and dad, would they like to things differently)

7. Close

- Is there anything else we haven't talked about that you'd like to say?
- Thanks and re-iteration of confidentiality etc

Appendix Three

Family background questionnaire and showcards

SERIAL NUMBER:

DATE:

Fathers and Families

Family background questions – to be completed with father

So that I can make sure I have a full picture of your family and who lives here with you, I'd like to get a few background details about you and the other members of your household.

Q1	How old were you last birthday?	Age in years:	
Q2	What is the main language that you and your family speak at home?	English Other (say what)	1 2
Q3	FILL IN HH GRID I'd like to get a few details about the other members of your household who live here with you:	Interviewer fill in HH grid, starting with oldest member of HH apart from respondent	
Q4	Do you or your partner have any children who do not live with you (in this household)?	Yes No	1 0
Q4a	IF YES Name: Sex: Relationship to respondent (SHOWCARD A): AND RECORD DISTANCE AWAY IN NEXT COLUMN →	>20 miles 20+ miles Other country	1 2 3
Q4b	IF YES Name: Sex: Relationship to respondent (SHOWCARD A): AND RECORD DISTANCE AWAY IN NEXT COLUMN →	>20 miles 20+ miles Other country	1 2 3
Q5	Are you currently in paid employment, including if you are self employed?	Yes No	1 0
Q5a	IF YES What is the title of your job?	WRITE IN	
Q5b	IF YES Do you manage the work of any other people in that job?	Yes No	1 0

	OR ASK FOR LAST WEEK'S HOURS to hrs/wk	
Q5e	IF YES How many hours a week do you work after 6.30pm or before 8am?	WRITE IN NUMBER	
Q5f	Do you usually work at weekends?	Yes No	1 0
Q5g	IF YES How many hours do you usually work at weekends?	WRITE IN NUMBER	
Q6	Is anyone else in the household in paid work?	Yes No	1 0
Q6a	IF YES	<i>Fill in employment details in HH grid</i>	
Q7	What are the main sources of income for this household (Showcard B)	<i>WRITE IN ALL NUMBERS THAT APPLY FROM SHOWCARD B</i>	
Q8	Who is the 'main income earner' in this household? (The main income earner is the person who contributes most to the overall income for the household)	Respondent is MIE Partner is MIE Resp & partner equal Other	1 2 3 4
Q9	What kind of home do you live in?	Rented, LA/HA Rented, private landlord Owned/buying on a mortgage Other (say what)	1 2 3 4
Q10	How many years have you lived here?	WRITE IN NUMBER	
Q10a	IF LESS THAN FIVE YEARS Where did you live before that? (try to fill in <i>areas only</i> for past five years, to start of 2002).		
Q11	How many rooms <u>apart</u> from a kitchen and a bathroom does your home have?	WRITE IN NUMBER	
Q12	Do you have access to a garden or somewhere outside for children to play?	Yes No	1 0
Q13	Do you or your partner own or have access to a car or van that you can use whenever you need it?	Yes No	1 0

Fathers and Families Household Grid

ENTER ALL HH MEMBERS BELOW, EXCLUDING FATHER, IN DESCENDING ORDER OF AGE

HH no	Full name (and surname if different to Resp)	How likes to be referred to (if different)	Age in years last birthday	Relationship to resp (enter number from Showcard A)	Employment details (job title, hrs worked per week, whether works non standard hrs)
HH1					
HH2					
HH3					
HH4					
HH5					
HH6					
HH7					
HH8					
HH9					
HH10					

Showcard A: What relationship is this person to you?

(You can just call out the number that applies)

Wife (to whom you are married)	1
Partner (that you live with)	2
Natural son (incl adopted)	3
Natural daughter (incl adopted)	4
Step-son	5
Step-daughter	6
Foster son	7
Foster daughter	8
Brother	9
Sister	10
Mother	11
Father	12
Grandmother	13
Grandfather	14
Uncle	15
Aunt	16
Other family member	17
Friend	18
Other	19

Showcard B: Sources of income for your household

(You can just call out the numbers that apply)

Employment or self-employment	1
Pension	2
Jobseeker's Allowance	3
Incapacity benefit	4
Statutory sick pay	5
Child benefit/Family Allowance	6
Income support	7
Housing benefit	8
Other benefits	9
Other source of income	10

Appendix Four

List of activities recorded in diaries

Paid work

Physical care giving

Housework + Cooking (includes food preparation and shopping for food)

Eating at home

Shopping general/other + Trips out (cinema, parks, meals out)

Home, garden, car maintenance

General play (includes watching TV, DVDs, general play – undirected computer and board games, reading, listening to music)

Physical play/sports

Talking, listening, 'sharing', spending time (undirected)

Education related and teaching (homework, reading, language development)

Faith related

Transporting and accompanying (taking to school/mosque)

Visiting family, family visiting

|

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