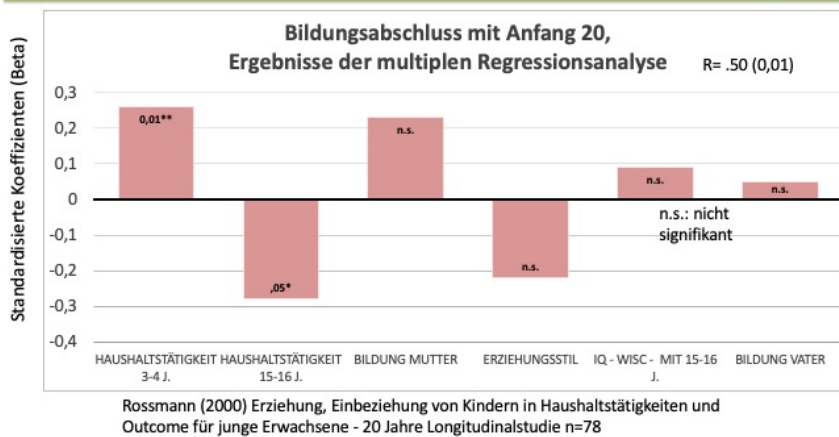


Haushaltstätigkeiten und Schul- und Lebenserfolg – Daten von Prof. Rossmann, University of Minnesota

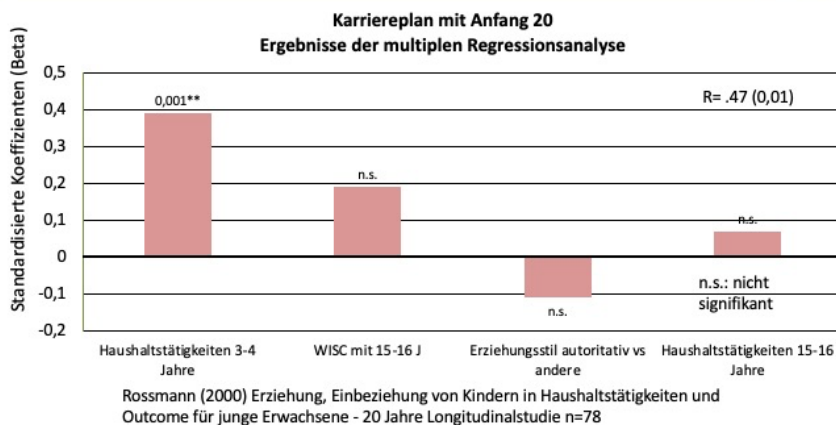
Prof Rossmann wertete die Daten der Baumrind-Longitudinalstudie aus, um den Einfluss der Teilnahme an Haushaltstätigkeiten auf den Schul- und Lebenserfolg zu untersuchen. Dabei zeigte sich, dass die Beteiligung an Haushaltstätigkeiten mit 3-4 Jahren einen großen Einfluss auf den erfolgreichen Schulabschluss und die Karriereplanung hatte. In dieser Studie war der Einfluss sogar stärker als die elterliche Schulbildung, der Intelligenztest mit 16 Jahren.

Was ist mit erfolgreichem Bildungsabschluss assoziiert?



Die Haushaltsbeteiligung mit 3-4 Jahren hatte auch einen großen Einfluss darauf, wie gezielt die Teilnehmer beim letzten Interview der Studie mit Anfang 20 Ihre Karriere planten und ob Sie einen Plan für ihr Leben hatten:

Was ist mit erfolgreichem Karriereplan assoziiert?



Die Baumrind-Longitudinalstudie, aus der die Daten stammen, verfolgte Kinder aus gebildeten Kalifornischen Familien über mehr als 20 Jahre (1960er – 1980er Jahre) und wollte eigentlich herausfinden, welche Erziehungsstil die besten „Ergebnisse“ in Bezug auf Schulabschluss, Lebenserfolg und Drogenkonsum erzielt: autoritäre, antiautoritäre oder autoritative Erziehung. Die Eltern wurden dabei mehrfach intensiv interviewt, Hausbesuche gemacht und mehrfach auch die Kinder bis ins junge Erwachsenenalter untersucht. Hier zeigten sich aber keine messbaren Einflüsse des Erziehungsstils – aber große Unterschiede zeigten sich in Abhängigkeit der Einbeziehung der Kinder in Alltagstätigkeiten im Alter von 3-4 Jahren.

Lesen Sie die Ergebnisse von Prof Rossmann, die Sie im Jahr 2000 auf einem Kongress präsentierte. Die Daten durchliefen ein peer-review-Verfahren, um die wissenschaftliche Validität durch externe Experten zu prüfen (persönliche Mitteilung von Prof. Rossmann): Eine Zusammenfassung der Universität Minnesota finden Sie hier:

[Beteiligung von Kindern in Alltagstätigkeiten – lohnt sich der Aufwand?](#)

Parenting and Child’s Involvement in Household Responsibilities: Implications for Parent Educators

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Presentation at the National Council on Family Relationships, Minneapolis, MN, November 12, 2000.

The struggle to get children involved in picking up their toys, putting their clothes in the laundry, caring for younger siblings, and helping with other family responsibilities that keep a home going has long been a concern of parents. It's been said that the amount of work a child accomplishes is balanced by the amount of effort expended to get the child to do the job!

Reasons parents give for wanting their children to help with household tasks:

- To develop the child's sense of responsibility
- To provide a way for the child to contribute to the welfare of the whole family
- To assist parents in accomplishing the work
- To teach needed skills (such as food preparation)
- To keep children occupied with meaningful activities
- To teach sensitivity to other's needs.

Reasons parents give for reluctance to have their children help with household tasks:

- Children should focus on having fun
- Children resent being asked to help, and visibly complain
- Age appropriate meaningful tasks are hard to find
- Home tasks take time from schoolwork and other activities
- It takes time to assure the tasks are learned and done well.

In the study of parent - child interaction, household tasks have long been viewed as the children's introduction to work, discipline, acceptance of responsibility, and growth of independence. In her major review of the literature related to household tasks, Goodnow (1988) concluded that "Perhaps the major impact of children's household work is on the way children internalize parents' values or in the way they then bring up their children."

In the present research about parents' interaction with their children, the focus was on the child's involvement in household tasks. The question asked was: What is the relationship between outcomes for young adults and their parent's parenting styles, their IQ, and their involvement in household tasks when they were 4, 10, and 15 years of age?

The study involved secondary analysis of data collected in the fall of 1967, by Diana Baumrind. Baumrind initiated what was to become a 20-year longitudinal study of children in Oakland and Berkeley, California. Approximately 150 children from six Bay Area pre-schools were chosen to participate in the study. Children identified as participants had no significant health problems and came from families in which both parents were actively present in the home. It is reasonable to conclude these children had a good start toward successful life outcomes. Baumrind collected a large amount of data from these children and their parents when the children were four or five years old (Time 1), nine or ten years old (Time 2), 15 or 16 years old (Time 3) and conducted a brief telephone follow-up with the young adults when they were in their mid-20's.

A major focus of Baumrind's study was on the relationship between parenting style (e.g. authoritarian, authoritative, and permissive) and developmental outcomes, but she collected a broad array of additional data. In 1991, her data files were transferred to the Henry Murray Center at Radcliffe College, and it was at the Murray Center that the data which are analyzed here were obtained.

The participants in this study were 78 individuals (45 males and 33 females) and their parents from whom data had been collected when the children were ages 4-5, 9-10, 15-16, and in their mid-20's. The analyses of the Baumrind data concentrated on relationships among parenting style, household tasks, and young adult developmental outcomes.

The sample. The parents in this study were well-educated, relatively affluent, and white. More than 90 percent of the fathers had a college degree, and 60 percent had a graduate or professional degree. Two-thirds of the mothers had a college degree, and more than 20 percent had a graduate or professional degree. Virtually all of the fathers were employed in professional or managerial positions, whereas two-thirds of the mothers were full-time homemakers. Approximately one-fourth of the mothers held professional positions. At Time 1, all but two of the parents were married and living

together, whereas at Time 3 (10-12 years later), almost half were divorced, separated, or remarried. The median family income at Time 3 (1980) was \$49,000. This would be approximately \$100,000 in year 2000. At Time 3, intelligence data were collected from all participants. The mean full-scale IQ score for the 78 participants in the present study was 118. In summary, the sample Baumrind collected for her study contained most of the variables that would predict success in young adulthood.

On the basis of in-home observations at Times 1, 2, and 3 and questionnaire data obtained from parents, Baumrind assigned a parenting style to each set of parents. These classifications were used in the present study. Baumrind grouped the styles of parenting into three main clusters—authoritarian, authoritative, and permissive. The authoritarian parent "values obedience as a virtue and believes in restricting the child's autonomy. This parent values the preservation of order and traditional structure as an end to itself. He or she does not encourage verbal give and take, believing that the child should accept the parent's word for what is right." (1973, p. 13) The authoritative parent "attempts to direct the child's activities in a rational, issue-oriented manner. The authoritative parents value both autonomous self-will and disciplined conformity; they affirm the child's present qualities but also set standards for future conduct." (1973, p. 13) The permissive parent "behaves in an affirmative, acceptant, and benign manner toward the child's impulses and actions. The aim of the ideologically permissive parent is to give the child as much freedom as is consistent with the child's physical survival." (1973, p. 14) Based upon her longitudinal study, Baumrind found that authoritative parenting was associated with positive outcomes with respect to a child's development.

The data regarding the young adults comes from telephone interviews, which were conducted with the participants when they were in their mid-20s. The analysis of these data included four variables: educational achievement, career development, drug use, and progress toward their own personal goals.

Outcomes

Parenting style. Approximately 60 percent of the parents in this study were classified as authoritative at all three times. Roughly one-fourth were classified as permissive and 12 to 13 percent were classified as authoritarian. Two-thirds of the parents were found to be consistent in style of parenting, whereas one-third shifted from one classification to another during the period of the study.

The final analysis of parenting style placed all of the parents into either an authoritative or non-authoritative classification based upon a synthesis of Baumrind classifications across all three times. In this dichotomous analysis, 50 percent of the parents were in each category.

Household Tasks. At Time 1, approximately 50 percent of both the mothers and fathers were categorized as "Parent expects that child will clean up own room or assist with household chores on occasion") and approximately one-fourth were categorized as

"Parent seldom requires child to assist with household maintenance." By Time 3 (ages 15-16), parents had higher expectations for their children. One-third were categorized as "Parent expects child to do some work around the house." The children, at Time 3, reported spending an average of 4 to 4 1/2 hours per week on household chores (all said they had at least some chores). The most frequent chores identified were: cleaning their own room, doing dishes, cooking for themselves, doing light house cleaning, and making their own beds. Chores with the lowest rate of participation were doing the laundry and taking out the garbage.

Young Adult Outcomes. By their mid-20's, almost two-thirds of the participants had completed an undergraduate degree (similar to their mother's educational achievement but less than their father's educational level). Participants were placed into one of three categories with regard to career development (solid direction, some direction, and lack of career path). One-fourth of the participants were identified as lacking a career path, and approximately one-third were placed in each of the other categories. Three-fourths of the participants reported they were not using drugs, 15 percent reported using drugs occasionally, and seven percent indicated they were frequent drug users. Two-thirds of the participants said they were behind in relationship to the goals they had set for themselves, 12 percent were about where they hoped to be, and 21 percent were actually ahead of where they hoped to be in their mid-20's.

Multiple regression analyses were conducted to determine what contributed to the outcomes for the young adults. The variables studied were: parental attitudes toward household tasks at Time 1 and Time 3, parenting style (authoritative vs. other), educational achievement of the parents, and the full scale score for the WISC (a measure of intelligence.) The young adult outcomes were based on their educational achievement, their career development, their use of drugs, and their own assessment of their achievement of their relationship goals.

There were two significant predictors of the young adult's achievement— mothers' attitudes toward household tasks at Time 1 and Time 3. It is of particular interest, however, that attitudinal directions were reversed between Time 1 and Time 3. At Time 1, the higher the mothers' expectations, the higher the educational achievement in the mid-20s. At Time 3, the higher the mothers' expectations, the lower the educational achievement.

Discussion

These findings suggest there is a complex relationship between household tasks and emerging adult outcomes. Setting high expectations for children's participation in household chores when the child is young seems to be positively related to both educational and career outcomes of the emerging adult. However, setting similar high expectations to help with household tasks for teenagers may have a negative

relationship to educational outcomes. The message to parents seems to be to use household tasks to teach responsibility when the child is young, but it is too late to begin or increase the same kinds of demands when they are teenagers. More work remains to be done to better understand how parental expectations regarding household chores for their children influences the lives of the children as young adults.

Implications for Parent Educators

The results of this study seem to imply that parents of young children need help to establish patterns of a child taking responsibility for themselves and for other household tasks when the child is in pre-school. Parent educators can provide information and support to parents so they can guide their children. Based on this study, a child's involvement in household tasks should be seen as a part of growing up, rather than a chore to abhor.

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