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Results

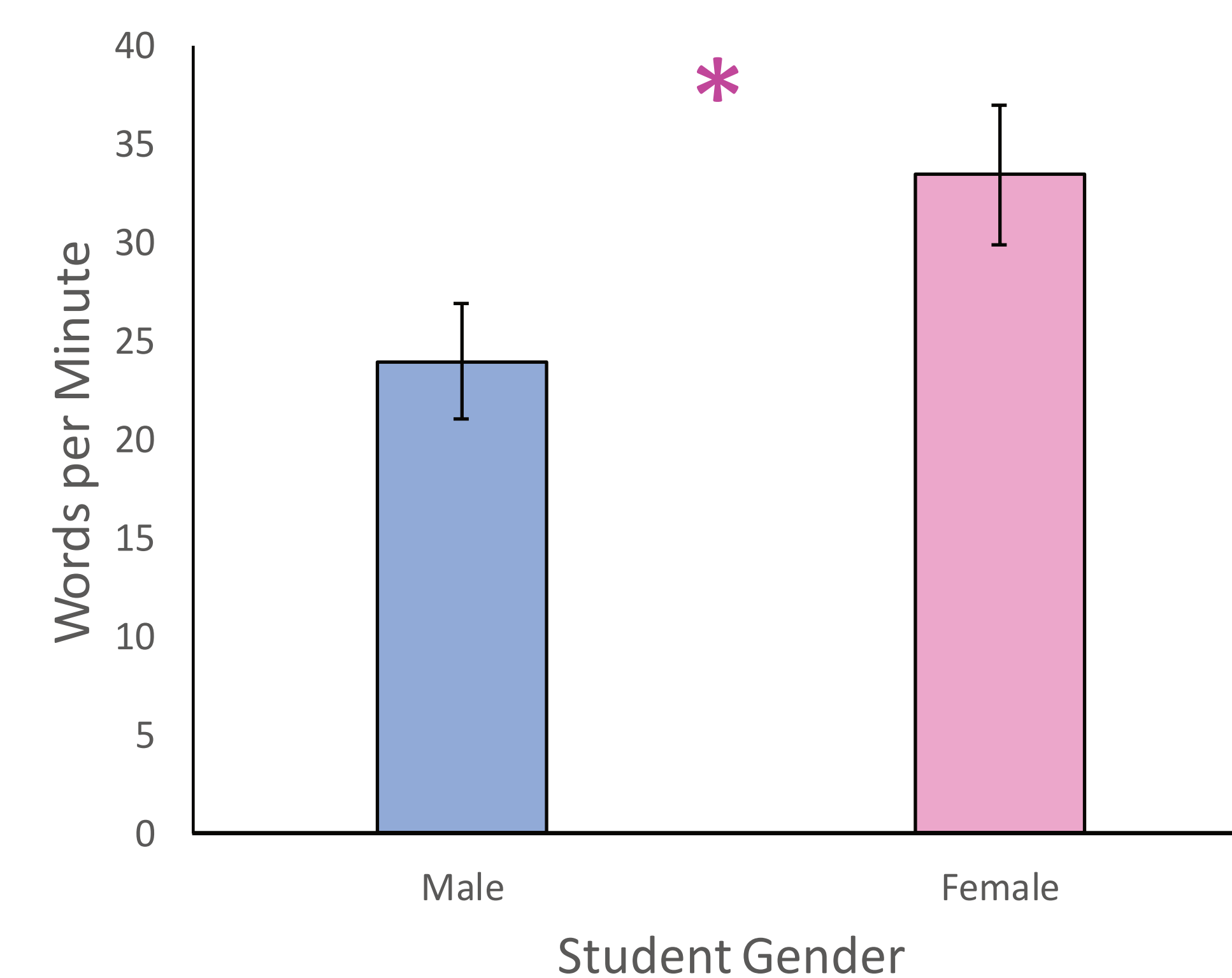
- ## Method

Note: Only results for highlighted categories are presented.

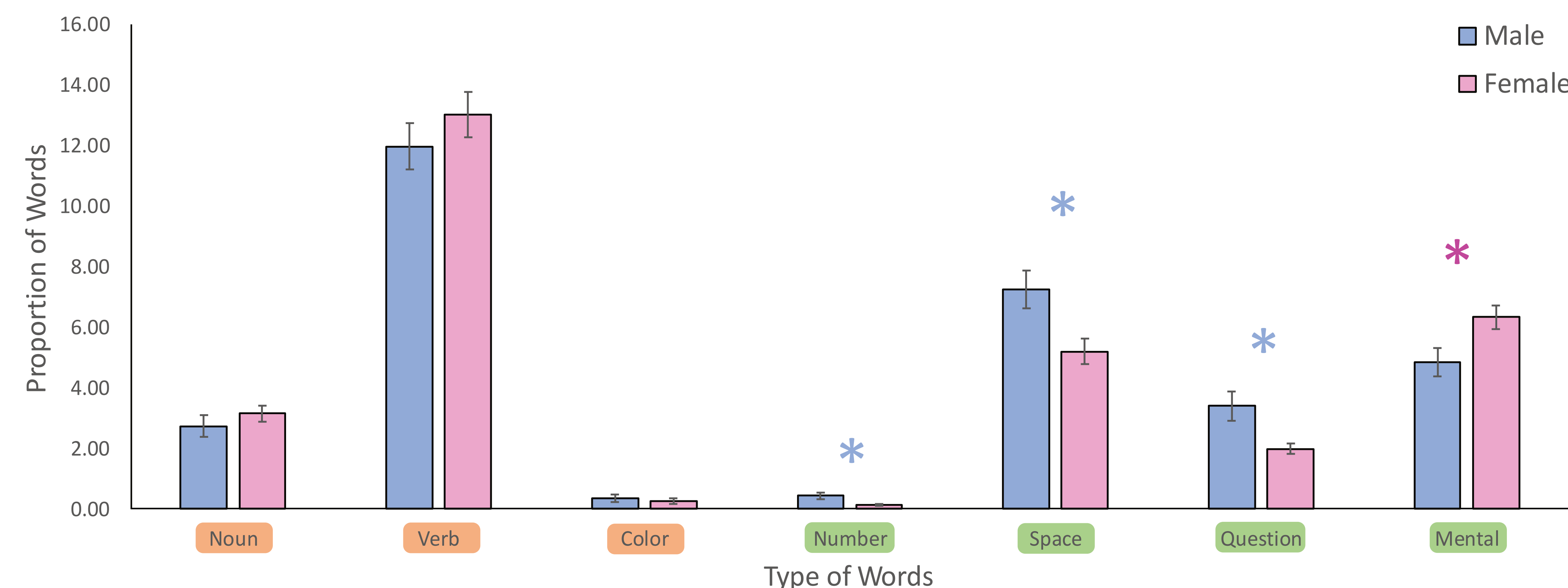
EPIQ Exploratory Factor Analysis		
Factor	Item	λ
Perception	Both genders aggressive and nurturing	-0.57
	Men more sexual	0.52
	Mothers should make more decisions abt. kids	0.72
	Men equally effective stay-at-home parent	-0.52
	Girls taught to be emotional and boys strong	0.71
	Biologically, mothers more nurturing than fathers	0.68
	Stay-at-home parenting more fulfilling for women	0.80
	In economic crisis, male employment priority over female	0.70
	Treat people same regardless of sex	-0.30
	Child's freedom determined by maturity over sex	-0.48
	Household tasks shared equally btw men and women	-0.44
	We should focus on other characteristics over male/female	-0.29
	Father's major responsibility is to provide financially	0.49
	Mothers should work only if necessary	0.37
Interest	Girls should be protected and watched over more than boys	0.41
	Women rather than men should take maternity leave	0.33
	For important jobs, better to choose men instead of women	0.50
	Female teachers more effective than male teachers	0.48
	Some types of work are not appropriate for women*	0.31
	Self-id feminine	-0.74
	Self-id masculine	0.81
	More female friends	-0.61
	More male friends	0.68
	Interest in weight training	0.35
	Interest in choir	-0.29
	Interest in cycling	-0.20
	Interest in dancing	-0.38
	Interest in hiking**	0.20
Experience	Interest in aerobics**	0.24
	Experience with babies	0.83
	Experience with preschoolers	0.96
	Experience with kindergarten	0.79
	Experience with elementary	0.40
	Experience babysitting	0.31
	Experience teaching	0.24
	Number of younger sibs	0.24

- Original 44 items with three theoretical dimensions
- Factor analysis informs reduction to 36 items and three dimensions (see Table on the left)
 - *originally Perception dimension items
 - **originally Interest dimension items
- Continuous variable rather than binary gender
 - Control for experiences, correlation analyses

- Words per minute spoken by participants
 - Significant effect of Student Gender
 - **Females talk more than males**
 - No effect of Baby Gender
 - Effect disappears after controlling for experiences



- Proportion of words used by category (including 10 different categories or language)
 - MANCOVA reveals significant effect of Student Gender, but no effect of Baby Gender
 - All analyses are controlling for participant's experiences with children
- Male participants use more:
 - Number words, space words, and question words
- Female participants use more:
 - Mental words

[illegible]

- EPIQ dimensions correlate with participant's use of
 - Question words
 - Fewer questions asked with **lower experience** ratings
 - Fewer questions asked with **lower perception** ratings
 - Space words
 - Fewer space words used with **higher feminine** interest ratings
 - Overall words per minute used
 - Fewer words produced with more gendered role perceptions
- Asking more questions correlates with producing fewer words

Evidence for impact of gender-related factors on adult-child interactions.

	1) Experiences	2) Perceptions	3) Interests	4) Words p. Min	5) % Space	6) % Question	7) % Number	8) % Mental
1) Experiences	1	.22*	.06	.18	.11	-.30**	.13	-.09
2) Perceptions		1	.13	.32**	-.06	-.23*	-.06	-.06
3) Interests			1	.11	-.38**	-.08	-.21	.08
4) Words p. Min				1	.01	-.22*	.04	-.14
5) % Space					1	-.10	.16	-.38**
6) % Questions						1	.31	-.16
7) % Number							1	-.20
8) % Mental								1

Notes: * $p < .05$; ** $p < .001$

Conclusions

- Please follow this QR code for a copy of this poster and more information.

