Management Science and Information Systems Studies

Final Year Project Report

Experiences of Fathering and Demand for Parental Supports in ESB

Rory Noel Crowley April 2013
DECLARATION

I declare that the work described in this dissertation has been carried out in full compliance with the ethical research requirements of the School of Computer Science and Statistics.

Signed: __________________________

Rory Noel Crowley

3rd April 2013
ABSTRACT

The aim of this project was to analyse the role of modern Irish fathers and to investigate the issues that they might face in reconciling their work and family lives. This project also aimed to gauge the demand for paternity leave among fathers and the attitude of these fathers towards the parental supports offered by ESB. In-depth interviews were carried out with seventeen fathers employed in ESB to obtain qualitative information. These fathers claimed to contribute more to household tasks and childcare than their own fathers, and saw themselves as being involved in their child(ren)’s life. Financial constraints and job pressures were found to be significant barriers to reconciling their work and family lives. Interviewed fathers were highly appreciative of the flexible and supportive nature of the ESB as an employer. There is a strong demand for the introduction of statutory entitlement to paid paternity leave amongst these fathers.
This project was completed on the behalf of the Electricity Supply Board. The client contact was Bernie O’Connor, Equality and Diversity Officer, ESB.

This research project has been a success. The high participation rate ensured the collection of a high volume of quality data for analysis. There were no special difficulties encountered during the project duration.

I would like to thank all those who assisted in the completion of this project. I would particularly like to express my gratitude to the seventeen fathers who took the time to partake in this project. Without their helpful contribution, this study would not be possible. I would also like to thank the fathers who kindly agreed to act as pilot interviewees.

In particular, I would like to thank my client, Bernie O’Connor, for her support and expertise throughout the duration of this project.

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INTRODUCTION

This chapter gives an overview of the project. It provides information on the client, outlines the study objectives, details the terms of reference, and summarises subsequent chapters.

1.1 The Client Company

This project was carried out on behalf of the Electricity Supply Board (ESB). Founded in 1927, the ESB is a semi-state electrical utility in the Republic of Ireland. ESB Group employs approximately 7,000 people. It is the leading Irish company in the energy utility sector.

1.2 Project Background and Objectives

Contrary to the example set by most Nordic countries and a number of other European countries (including Belgium, Spain, the UK and Portugal), there is no statutory entitlement to paternity leave in Ireland. This is despite the increase in dual-earner families and shift towards more symmetrical parenting roles. Fathers in Ireland are increasingly expected to contribute as wage earners - in the majority of cases the main or higher earner - and to domestic labour and childcare. Much research has concentrated on the reconciliation issues experienced by mothers when balancing work and family life, while the situation of fathers has attracted relatively little attention.

This project aims to provide an insight into the work/life balance issues faced by employed fathers in Ireland, in light of the absence of a statutory entitlement to paternity leave. By assessing the experiences and attitudes of a purposive sample of fathers in ESB, the project also seeks to estimate the level of demand for paternity leave amongst Irish fathers and the take-up and demand for parental supports within ESB. This report will make recommendations on changes the possible introduction of statutory paternity leave based on the views expressed by Irish fathers.

1.3 Terms of Reference

The Terms of Reference are as follows:

- Undertake a review of literature
- Draft and pilot an interview protocol
- Conduct interviews with a purposive sample of fathers employed in ESB
- Record and transcribe the interview data
- Analyse the qualitative interview results
- Draft a report based on the international literature and interviews.

1.4 Chapter Summary

A summary of the subsequent chapters is outlined as follows:

- Chapter 2 contains the conclusions and recommendations of the report
- Chapter 3 contains a literature review on the demand for paternity leave in Ireland
- Chapter 4 describes the methodology used in the research project
- Chapter 5 contains an analysis of the role of the modern Irish father
- Chapter 6 contains an analysis of the work/life balance of the modern Irish father
- Chapter 7 contains an analysis of fathers’ attitudes to the parental supports in ESB
- Chapter 8 contains an analysis of the interviews.
2 CONCLUSIONS AND RECOMMENDATIONS

This chapter summarises the main conclusions of this research project, followed by recommendations on the possible introduction of paternity leave in Ireland and on parental supports in the ESB.

2.1 Conclusions

- All fathers regularly contribute to childcare and to typical household tasks such as ironing, cleaning and laundry, within the time constraints imposed by their job. Each father contributes on a greater level when they have the time to do so. [Section 5.3]

- All interviewees contribute to childcare and typical domestic tasks such as ironing, cleaning and laundry, on a significantly greater level than their own father. The majority of these fathers were capable of the domestic tasks associated with running a home prior to becoming fathers. [Section 5.3]

- None of the fathers interviewed would seek to be a full-time stay-at-home parent. The need for mental challenge and social interaction along with being career driven were cited as the main reasons for being a working father. [Section 5.6]

- Some fathers felt that their contribution to childcare ‘branded’ them as a father and conflicted with their career development. This caused them to be more discrete about their involvement with their children. [Section 6.2]

- Fathers in ESB are entitled to five days’ paid leave with the option of five additional days’ unpaid leave on the birth or adoption of their child. All seventeen fathers had availed of the paid portion of this leave. Financial constraints and perceived work pressures were cited as the main reasons for not availing of the unpaid portion of this leave. [Section 6.4]

- All fathers use their annual leave if they have to miss work or leave early for parenting reasons. [Section 6.4]

- The majority of fathers said that there should be a statutory entitlement to paid paternity leave in Ireland. One to two weeks’ paid leave was sought by the majority of these fathers (76%). [Section 6.5]

- Most of the interviewees felt that the State should do more to support fathers (71%). An increase in information on parenting for fathers was the main request. [Section 6.6]

- All fathers are satisfied with the supports and services offered by the ESB and stated that they would be capable of finding the appropriate person or service to approach in ESB if they had problems at work or at home. [Section 7.1]
• Few fathers were aware of the Positive Parenting Programme offered by ESB (24%). Only one of the nine interviewees in a managerial role was aware of this programme. [Section 7.1]

• Most of the fathers would not be interested in attending a parenting seminar for fathers (41%), claiming that they would be ‘uncomfortable’ if they attended such a seminar. [Section 7.1]

• All fathers said that ESB management were supportive when they requested leave and that ESB was seen as a ‘flexible and supportive’. Flexibility was highly valued amongst fathers [Section 7.3]

2.2 Recommendations

• Fathers in ESB need to be encouraged to contribute to childcare without fearing for their career progression. [Section 6.2]

• The Irish Government should introduce a minimum of one weeks’ paid paternity leave in recognition of the increased participation of Irish fathers in childcare and to support this. [Section 6.5]

• The Irish Government should address the lack of attention given to Irish fathers by increasing the availability of information directed at fathers on parenting and childcare tasks in order to encourage and support their inclusion in childcare. [Section 6.6]

• The ESB need to raise awareness of the Positive Parenting Programme among staff and managers. It should be publicised in a similar manner to the Employment Assistance Programme. [Section 7.1] The ESB should not provide a parenting seminar directed at fathers, due to a lack of demand amongst fathers. [Section 7.1]
3 LITERATURE REVIEW: The Changing Role of Fathers and the Demand for Irish Paternity Leave

This chapter calls on relevant literature and examples taken from a selection of countries to analyse the changing role of fathers and the demand for Paternity Leave in Ireland.

3.1 Introduction

There is ongoing political and societal discourse within the European Union regarding gender equality. The sharing of work and family life by men and women as equal partners features as a substantial component of the gender debate and is a core element of the European Commission’s gender policies (Schneider and Becker, 2012). A substantial issue in the EU is the lack of institutional support for fatherhood and factors holding back the development of both men’s, as well as women’s, family roles (Schneider and Becker, 2012). Until the 1990s there was little research in Ireland on the changing roles of men and fathering roles (Drew and Watters, 2010), and there is little comparative analysis within the EU despite a dominant gender equity agenda in the EU focused on how much men contribute to childcare (O’Brien, 2004). By examining recent and relevant literature and examples of studies carried out in Ireland and in the EU, this study addresses men in family policy, by focusing on paternity leave provision.

Here, parental leave is defined as leave available equally to mothers and fathers, either as a non-transferable individual right (i.e. both parents have an entitlement to an equal amount of leave) or as a family right that parents can divide between themselves as they choose. Paternity leave is defined as leave available to fathers only, to be taken soon after the birth of a child, intended to enable the father to spend time with his partner, new child and other children.

3.2 Changing Roles

The 1970s represents an era of great social and legislative change in Ireland in the area of gender equality, which featured major changes in women’s roles. Becoming a member of the European Union in 1973 brought about an increase in female labour force participation accompanied by higher levels of educational attainment by women (Drew and Watters, 2010). Married women’s labour force participation was almost negligible in the 1960s, with only 5.2% employed in 1961. By 2009 the figure had risen to 54% (Fine-Davis, 2011).

Since the late 1990s, a dual-carer/dual-earner family model has become the norm in the UK, as have normative aspirations of a more caring and nurturing ‘family man’ (O’Brien, 2009). Throughout the EU, the couple family is most likely to be a dual-earner family in which the traditional male full-time breadwinner accounts for a decreasing proportion of families (Allard et al., 2007). Society no longer accepts the notion that motherhood requires women to give up their employment in order to dedicate themselves fully to the task of childcare (Schneider and Becker, 2012). Throughout the EU, more women are having shorter gaps away from work after the arrival of children when compared to previous cohorts of women, and more mothers are working full-time (Rubbery et al., 1999). As a result, there has been an increase in both the societal acceptance of working mothers and in the recognition of the need for stronger family commitment on the part of fathers (Schneider and Becker, 2012).
Concurrent with the increased acceptance of mothers returning to the workplace, a new cultural idea of role-sharing in housework and childcare has arisen (Drew and Watters, 2010). Modern partnerships are based more on the ideals of egalitarian gender roles (Schneider and Becker, 2012). There has been a shift from the traditional model of the wife as a homemaker and the husband as a breadwinner, to both women and men sharing the responsibilities of paid work and household labour, which also extends to male caring (Fine-Davis, 2011). More is expected of men in terms of participation in child-rearing activities, and a lack of willingness to commit reduces men’s attractiveness as spouses or potential fathers (Schneider and Becker, 2012). The role of the traditional male breadwinner who participates in family duties on an optional basis is no longer unquestioned or wanted by the majority of women (Schneider et al, 2012). Work and childcare are no longer thought of in ‘traditional’ terms by the majority of modern parents, as fathers want to spend more time with their children and parents want to share work and childcare (Drew and Watters, 2010). However, attempts by fathers to be more involved in the upbringing and care of their children conflict with increasing job demands which require mobility and flexibility (Schneider and Becker, 2012). Evidence from Nordic countries shows that state supports must be put in place and be appealing to men who wish to adopt a co-parenting role (Drew and Watters, 2010).

In their study entitled ‘Fatherhood, Work and Family in Men’s Lives: negotiating new and old masculinities’, Wall et al. (2010) suggest a broader strategy of analysis regarding men’s contribution in families. Their study involved analysing data collected from 60 in-depth interviews with fathers across a variety of social and occupational classes. Focusing on the interrelationships between men as fathers, breadwinners and partners, their analysis gives them an insight into the different strategies adopted by men to negotiate and to integrate new and old masculinities through parent-child and conjugal relationships. This analytical framework looked at the processes of fathering and conjugal functioning as well as those related to work/life balance. The qualitative study revealed patterns in the way in which men perceive and live out their lives as fathers, breadwinners and partners. Analysis of men’s discourses gradually revealed differential dynamics of fathering and family functioning which were classified into seven main patterns. The first five are associated with various forms of highly involved fatherhood, while the last two patterns are related to fathers who are less directly involved in day-to-day practises. This established categorisation provides the analytical framework which is implemented in the data analysis of this study.

3.3 Policy

O’Brien (2009) describes the EU Directive on Parental Leave in 1996 which set a minimum standard of job-protected three months unpaid parental leave for all employees across Europe as a ‘hallmark’ piece of legislation (O’Brien, 2009). An important part of this development was a public statement by the Council of Ministers on childcare, which included a commitment to encourage more male participation in the rearing of children in their respective countries (O’Brien, 2004). Positive reactions in some EU countries ensued following the challenge posted by the 1992 Council of Europe’s Ministers Recommendation, and by the late 1990s, most EU member states provided statutory paternity leave (O’Brien, 2004). In contrast, in Ireland, only private individual solutions to childcare problems have been encouraged, with no governmental supports provided for parents towards the prohibitive cost of childcare, including in the case of single parents or low-income families (Drew and Watters, 2010). Ireland meets EU Directive requirements by making provision for
14 weeks of unpaid parental leave per child (Drew and Watters, 2010). However, leave policies in many of the Member States have advanced beyond the requirements of the EU Parental Leave Directive. Ireland is behind them in terms of leave, most notably in comparison with the Nordic countries and Portugal (Drew and Watters, 2010). In these countries, legislative interventions have brought about an increase in the level of involvement by fathers in early childcare which has, in turn, increased the participation rates of women in the labour force (Drew and Watters, 2010).

3.4 Paternal Leave

The early 1970s also saw the emergence of father-sensitive family policies in modern industrial societies (O’Brien, 2004). Sweden became the first country in 1974 to introduce a paid parental leave scheme that included an option for fathers to take paternity leave after the birth of their child. The reasoning behind the Swedish innovation, and much of the Nordic parental support developments since, has been to create a social environment where women and men have the same access to vocational, familial, and personal fulfillment (O’Brien 2004). Through its inclusion of fathers, as well as mothers, in its interventions to support work-family balance, Sweden has always been a pioneer of father-sensitive family policy innovation (O’Brien 2004). A child’s perspective has also been implicit in Sweden’s parental leave legislation, with leave arrangements designed for the well-being of children and their relationships with both their mother and father (O’Brien, 2004). It is obligatory for women to take two weeks leave before or after delivery. Each parent is entitled to 60 days paid parental leave, and a further 360 days, half of which are reserved for each parent. Parents also have the right to reduce their normal working time by up to 25%, with no payment for the non-worked hours (International Leave Network Country Reports, 2012).

The allotment of a proportion of paid parental leave devoted exclusively to fathers has become a trend in Nordic countries in recent years. This legislation, often referred to as the ‘Daddy Month’, was first implemented in Norway in 1993, Sweden in 1995 and Denmark in 1999 (O’Brien, 2004). The purpose of these periods is to strengthen fathers’ caring role with their infants and also to encourage more fathers to take leave (Björnberg, 1994).

The Nordic example has been followed by a number of other European countries. Iceland introduced one of the most innovative father-targeted leave entitlement schemes that combine time and economic compensation. As part of this scheme, fathers are entitled to 5 months paternity leave, and 5 months parental leave. Mothers are also entitled to 2 months paid maternity leave (International Leave Network Country Reports, 2012). Portugal has introduced more father-sensitive provisions by making paternity leave obligatory (Wall and Leitao, 2009). Mothers are entitled to either 120 or 150 days paid leave depending on the payment level, and fathers are entitled to 20 working days fully compensated, 10 of which are obligatory and must be taken during the first month after the birth. Parents are individually entitled to 3 months leave at 25% of normal compensation. This scheme has proved popular, with an increase from 11% take-up by fathers since the scheme’s introduction in 2002 to 62% in 2008 (International Leave Network Country Reports, 2012).

Irish Maternity Leave legislation entitles mothers to 26 weeks paid leave (80% of compensation, capped at €262 per week) and a further 16 weeks unpaid, with the right to return to the same job. Parental Leave is available to parents in Ireland, entitling parents to up to 14 weeks unpaid leave per child up until the child’s eighth birthday (Drew, 2009). There is no statutory entitlement to Paternity Leave. In some organisations like the public sector,
fathers are entitled to paid paternal leave following the birth or adoption of their child (International Leave Network Country Reports, 2012). This is in stark contrast to countries such as Sweden that have exceeded the EU requirements, despite only becoming a member of the EU in 1995. According to O’Brien (2004), the attention given to fathers by national family policies can be seen as a signifier of the importance placed by any one nation on the involvement of men in the care of children and of their spousal or partnership role in the household (O’Brien, 2004). If true, it reflects negatively on the Irish father, who has yet to receive a statutory entitlement to paternity leave.

3.5 Evidence Supporting Paternal Leave

The intention behind the granting of special rights to fathers has been to encourage fathers’ contact with and care for their children. Thus, the state is acting on behalf of young children by trying to encourage fathers to take responsibility for the daily care of their children (Brandth and Kvande, 2003).

In Norway, for example, paternity leave entitlement has been regarded as a success since 80% of fathers who have earned the right to parental benefit avail of this right (International Leave Network Country Reports, 2012). One particular benefit that has arisen since its introduction in 1993 is the more equal division of family and work time between mothers and fathers (Brandth and Kvande, 2003). The father’s quota in Norwegian parental leave legislation since 1993 came about as a result of the intention to encourage the father’s contact with and care for his children. Another objective was to share the benefits and burdens of working life and family life between men and women. This study concludes by noting that if fathers use the leave as it is intended, namely to encourage the father to be the main care-giver, it can contribute to the welfare of young children (Brandth and Kvande, 2003).

A study of the changing needs of families carried out by the Equality and Human Rights Commission in the UK in 2009 found that over one third (38%) of parents had a flexible working arrangement to accommodate caring for their child(ren) (Equality and Human Rights Commission, 2009). The availability of flexible work was seen as a key factor in determining whether these parents worked or not and can be crucial in attaining work/life balance for both men and women. Grönlund (2004) suggests that access to flexible working arrangements reduces pressures imposed by role conflicts when work and non-work responsibilities overlap in the same block of time (Grönlund, 2004).

A recurring theme in the Equality and Human Rights Commission study (2009) is the desire for fathers to take a greater role in childcare to achieve a better work-life balance. Over half of fathers (55%) in the study had taken the full allowance of two weeks statutory paternity leave when their last child was born, with 56% of those fathers believing that taking paternity leave has led to them having a greater role in the care of their children and 69% believing that it had led to improvements in the quality of family life. There was strong support (86%) for fathers having the right to take paid paternity leave on the birth or adoption of a new baby. Many of the parents felt that two weeks paternity leave is insufficient time for fathers to bond with their child and to support the family unit.

Analysis of work satisfaction in 15 EU member states and Norway (Fagan, 2000) showed that 61 percent of men with children under 6 years want to work fewer hours, a higher level
than men in general (54% of men with no young children in the household also wished to reduce their working hours).

Previous research had determined the following reasons for promoting the greater involvement of fathers in the lives of their children: benefits to children’s development as a result of being emotionally close to both parents; benefits to families in supporting the interdependent relationships - economic, social and emotional - that hold its members together, including members of the extended family; benefits to women in the form of greater equality in the labour market and in the domestic division of labour; and benefits to men in the form of greater involvement as fathers with their children, which can lead to their own and their children’s personal development and growth (McKeown et al, 1998). From a study carried out in Ireland by the Family Support Agency in 2011, the attitudes of participating parents suggested that there is a growing readiness for greater sharing of childcare between men and women (Fine-Davis, 2011).

3.7 Support for Take-Up of Paternity Leave

In a Danish study carried out by Christoffersen (1990), reasons why Danish fathers did not use paid parental leave when it was available to them were examined. A notable cause amongst fathers was often the fact that it was not financially viable for the family if the father, rather than the mother, took time out from paid work, because the leave compensation did not fully cover average paternal income (Christoffersen, 1990). In a UK study (Equality and Human Rights Commission (2009), the most commonly cited reason for not taking paternity leave, amongst the fathers, was the inability to afford the time off (49% of these fathers agreed). Information on the take-up of parental leave also suggests that the level of take-up by fathers is low when leave is transferrable and not well remunerated (Drew, 2005). Fathers’ use of statutory leave is greater when high income replacement (50% or more of earnings) is combined with extended duration (more than 14 days). Further targeted schemes have been shown to increase the take-up of leave (O’Brien, 2009).

Research from Ireland indicates that the implementation of leave policies alone will not improve the take-up of parental leave, and that societal attitudes need to change to ensure that more men avail of leave. There is evidence that suggests that fathers find difficulty in availing of parental leave due to gender stereotypical ideas about fathers’ role in childcare, and that some men and women fear being discriminated against if they make use of their right to parental leave (Drew, 2000). Taking leave must be socially acceptable and it must not adversely affect parents’ career prospects (Drew and Watters, 2010). Men’s involvement in parental and family responsibilities will remain unchanged while time spent with family is equated with a loss of human capital, being damaging to careers and debasing employers’ views of workers’ employability (Schneider and Becker, 2012).

3.8 Conclusion

From the research presented, it is evident that Ireland is lacking in terms of its commitment to fathers. Current literature shows that the role of the father has developed since the early 1970s, although the lack of a statutory entitlement to paternity leave does not reflect this change. Family policy needs to acknowledge the needs of the modern father by addressing issues with the reconciliation of their work and family lives, which can be achieved by following the examples set by the Nordic countries examined in this study.
4 METHODOLOGY

This chapter outlines the methodology used to gather the data for this project.

4.1 Analytical Framework

The analytical framework selected used in this project is based on Wall et al.’s (2010) study of ‘Fatherhood, Work and Family in Men’s Lives: negotiating new and old masculinities’. This framework was developed by analysing the attitude of the interviewed fathers towards fatherhood and conjugal functioning as well as their work/life balance. This framework is applied to this study, which aims to provide an insight into the work/life balance issues faced by modern fathers in Ireland.

Based on in-depth interviews with 60 fathers in Portugal spanning various social and occupational classes, the analysis of men’s discourses produced a seven-fold classification. Five of these patterns describe the fathers interviewed in this study. The observed patterns are as follows:

**Equal Associative: Equal Partner Pattern**

Both partners are equal in personal, professional and family life. Both are career driven and have separate interests. To facilitate this, housework is often delegated to childcare centres, au pairs or relatives. All tasks in the house are divided in a fair way, and men participate in all caring and household tasks.

**Unequal Associative: Male Appropriation Pattern**

These men shoulder the main breadwinning role as well as responsibility for some of the time-consuming household or caring tasks. They act as managers and organisers of the family. Household and caring tasks are still divided equally, not traditionally gendered. The family takes into account the priorities and timetables put in place by the male partner.

**Companionship: Cooperative Partner Pattern**

The family is centred on the needs of the children. The man is committed to professional life within the limits imposed by family life. These men are involved with children as well as being the ‘provider’, so extensive delegation of household tasks is not an option.

**Unequal Associative: Male Career Pattern**

The man’s involvement in career and personal fulfilment is linked to strong female involvement in motherhood and housework, even if the mother is holding down a full-time job. He has little time for family life in general. These men regard women’s higher involvement in the home as part of the gender order and feel that women become more important in the home than men.

**Closed Family: Male Provider Pattern**

These men focus on ‘support’ through breadwinning and separateness in daily life - they are the ‘provider’ and head of the family. They are rarely there in daily life. There is strong gender differentiation in household and caring tasks, and he is traditional in his lack of
contributing to housework. These fathers invest first and foremost in their professional lives, and see this as their way of supporting the family.

4.2 Literature Review

A review of literature and research on the changing role of fathers and the demand for paternity leave in Ireland was undertaken to provide a firm research foundation prior to commencing interviews. This literature review informed the questions for inclusion in the interview schedule and acted as a guide for what to expect in the analysis findings.

4.3 Interview Design

Following the review of literature and a meeting with the client to determine the areas relating to the parental supports within the ESB that they wished to investigate, an interview schedule was drafted to obtain relevant data from ESB employees. Information was sought from interviewees about their experience as fathers, their work/life balance, the supports and services available to parents within ESB and their views on paternity leave in Ireland. A draft interview schedule was piloted on two participants.

In the final interview schedule (Appendix F), some questions were answerable with ‘Yes/No’ or with figures, which assisted with the analysis of findings. Most questions were open-ended to allow participants to give their personal opinions and details of their own experiences. These questions provided the basis for qualitative analysis, categorisation according to the analytical framework, and comparison amongst participants.

4.4 Research Ethics

In order to carry out interviews, ethical approval was needed from the School of Computer Science and Statistics Research Ethics Committee. Completed forms and supporting documentation were submitted electronically to ensure there were no significant adverse ethical implications (Appendix C). As this study involved the disclosure of personal information, consent needed to be obtained from each of the participants, which required them to sign a consent form prior to the interview commencing, along with another protocol which needed to be adhered to before, during, and after each interview (Appendix E). To comply with Data Protection legislation, all recordings, transcripts and participant details were stored privately and securely to protect participant confidentiality. The names of participants have been changed in this report to preserve their anonymity.

4.5 Piloting of Interview Schedule

Upon obtaining ethical approval, two pilot interviews were carried out to gauge the duration of the interview. The client wanted the duration of the interview to be no longer than one hour to encourage fathers to participate. Both pilot interviews took less than 45 minutes. The pilot interviews also provided an opportunity to make any necessary amendments to the interview schedule prior to implementing it in the field to improve the flow of the interview, maximise the amount of relevant data gathered, and to structure the interview to ensure it could be carried out in less than one hour. Small changes to the ordering of questions and re-wording of some questions were carried out. The collected data from these interviews was not included in any analysis contained in this report.
4.6 Interview Population

The target population for the interviews for this project was fathers employed in ESB who had at least one cohabiting child aged 5 years or under to ensure that the father’s childcare experience would still be fresh and reflective of the new generation of Irish fathers, and appropriate to the ESB. An invitation to participate was sent to fathers spanning the different divisions within ESB who matched the selection criteria by the Joint Equality Council of ESB, via email (Appendix D). There were twenty fathers who responded positively to the invitation, seventeen of whom agreed to be interviewed. A summary profile of the respondents follows (where ‘Partner’s Status’ refers to the work status of the fathers’ partners).

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency (n = )</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35</td>
<td>6</td>
</tr>
<tr>
<td>36-40</td>
<td>6</td>
</tr>
<tr>
<td>41-45</td>
<td>4</td>
</tr>
<tr>
<td>46-50</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of Children</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner’s Status</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Worker</td>
<td>9</td>
</tr>
<tr>
<td>Part-time Worker</td>
<td>3</td>
</tr>
<tr>
<td>Not Employed</td>
<td>5</td>
</tr>
</tbody>
</table>

Of the 17 interviews that were conducted, 14 were carried out in person across three ESB locations in Dublin. One interview was carried out over telephone from an ESB location in Dublin, and two interviews were completed over mobile phone. The average interview duration was 44.5 minutes. Not including phone interviews, the shortest interview lasted 34 minutes and the longest interview lasted 58 minutes. A profile of each of the interviewees is included in Appendix G. A detailed table describing the characteristics of each of these fathers in more detail is included in Appendix H. The names of the participants have been changed to protect their identity, and appear as they do in the analysis section of this report.
5 THE MODERN FATHER

Participants were asked about their contribution to the running of the home and to childcare as well as their role as fathers in order to gain an insight into the role of the modern Irish father. This chapter analyses the interview responses.

5.1 Participants Summary Profile

Each of these fathers was cohabiting with their partner and all of their children. No father or partner had children from a previous relationship. Sixteen fathers were married to their partner, with the remaining father in a cohabiting relationship.

All fathers worked full-time. Nine of the fathers had partners who worked full-time, three who worked part-time, and the remaining five fathers had partners who were not in employment. Among dual full-time working couples, five fathers had longer working weeks than their partners. Two fathers had working weeks of similar duration to their partner while the remaining two female partners worked longer weekly hours.

5.2 Childcare Allocation

Childcare tasks were defined in terms of waking and dressing the child(ren), arranging their breakfast, dropping the child(ren) to the crèche, school or extra-curricular activities, preparing their evening meal, bathing them and putting them to bed. The following table provides a breakdown of the involvement of fathers in these tasks. Participation levels of fathers fell into three categories. The first level, ‘Father’, refers to fathers who assumed that role and completed it themselves as part of their usual routine. ‘Shared’ refers to those who shared the role with their partner and did it on an equal basis. ‘Don’t Contribute’ refers to those who do not contribute to that particular task. Note that only five of the fathers had children who participated in extra-curricular activities, which accounts for the lower recorded results in that category.

<table>
<thead>
<tr>
<th></th>
<th>Waking</th>
<th>Breakfast</th>
<th>School Run</th>
<th>Extra-Curriculars</th>
<th>Bathing</th>
<th>Bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father Alone</td>
<td>7 (41%)</td>
<td>9 (53%)</td>
<td>8 (47%)</td>
<td>4 (24%)</td>
<td>8 (47%)</td>
<td>9 (53%)</td>
</tr>
<tr>
<td>Shared</td>
<td>3 (18%)</td>
<td>2 (12%)</td>
<td>2 (12%)</td>
<td>1 (6%)</td>
<td>8 (47%)</td>
<td>8 (47%)</td>
</tr>
<tr>
<td>Don’t Participate</td>
<td>7 (42%)</td>
<td>6 (35%)</td>
<td>7 (41%)</td>
<td>0</td>
<td>1 (6%)</td>
<td>1 (6%)</td>
</tr>
</tbody>
</table>

Table 5.2.1 above shows that the majority of fathers have a regular role in caring for their child(ren). However, the impact of some of the fathers’ work routine meant that they were unable to participate in the early-morning childcare routine as they had to leave early for work, which accounts for the higher rates of non-participation in these tasks. Sean commutes to work every morning from Meath. When asked why he doesn’t play a part in the morning routine, he said: ‘They’re generally not awake by the time we leave. We live out in Meath so we leave at about quarter past 7, so it would be rare that one of them would be awake. So my mother-in-law would do it those three days.’

Fathers were in agreement about the need to be home on time to contribute to the evening childcare routine. In order to be involved in the evening routine, 14 fathers regularly left work
no later than 5pm. Only two fathers stayed later than 6pm, and this was due entirely to the pressures of their job. Andrew leaves work at a set time specifically to cater for the evening routine, despite the fact that his wife is at home every day during the working week: ‘I start at half 8 and leave at a quarter to 5. If I stayed until twenty past 5 I would hit traffic. But now, because I have to be back to feed him, I would leave at quarter to 5 on the button, as much as I can.’

5.3 Contribution to Domestic Tasks

Fathers were asked about their contribution towards running the home through certain tasks including cooking and cleaning. All fathers claimed that they are capable of, and regularly contribute to, typical household tasks like ironing and washing. With the exception of one father, Sean, all others said that they cook and prepare food regularly for the family: five fathers cook the family meal during the working week and, with the exception of Sean, every father said that they prepare an evening meal for the family on weekends.

Participants were asked about the typical division of chores between them and their partners in their household. Table 5.3.1 sets out the percentage of housework undertaken by fathers.

<table>
<thead>
<tr>
<th>Housework</th>
<th>No. Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>1 (6%)</td>
</tr>
<tr>
<td>20%</td>
<td>1 (6%)</td>
</tr>
<tr>
<td>30%</td>
<td>2 (12%)</td>
</tr>
<tr>
<td>40%</td>
<td>5 (29%)</td>
</tr>
<tr>
<td>50%</td>
<td>8 (47%)</td>
</tr>
</tbody>
</table>

The majority of fathers that do not contribute equally to housework said that it was partly due to the fact that their partner spends more time at home than they do. Fifteen fathers said that on weekends when they are at home with their partner, they contribute equally to housework. The remaining two fathers said they do contribute more at weekends; however they still do not contribute on the same level as their partner. In estimating their percentage contribution to housework, fathers were often unsure that their partner would agree with their estimates. For example, Evan, with a two year old boy, said: ‘My wife would probably argue that she does more. But I would say, being fair to her, it’s 50-50.’

All of the interviewed fathers stated that they contribute significantly more than their own father’s contribution towards the running of the home, typically referring to tasks such as ironing, cleaning, and laundry in their responses. Carl commented: ‘All my friends and relatives around me are in the same boat- [the father] worked, [the mother] stayed at home. My father wouldn’t have done a whole lot and none of my friends’ fathers did anything. He went to work, came home, sat down in front of the telly and drank his tea and read the paper and that was it. […] Once or twice my mother had to go into hospital for various things, she might be away for a few days, and when he did take on the role of the cooking, it was blown out of complete proportion- it was ridiculous! It was a big deal when he had to step in’.

Fathers were asked about the stage in their life when they acquired the skillset necessary to run a home, specifically cleaning, laundry, ironing and cooking. Every father stated that he
learned all of these skills prior to becoming a father. The only exception was Sean, who claimed that he is unable to cook.

5.4 Free Time

Free time was defined as time away from work and the family, free to spend time as they please. Fifteen fathers thought it was important for fathers in general to have free time for themselves. However, only 6 of these fathers regularly have such free time to themselves. A common theme emerged about their partners need for free time. For example, Gary said: ‘It is hugely important to have some time for yourself and to make time for your partner as well. Maybe an evening together, or if she wants to go out with her friends or go down to the shops on her own without the kids to get her hair done maybe.’

5.5 Time with Child(ren)

Fathers attach great importance to spending time with their children. Weekends were seen as a special time set aside to take part in family activities. Many fathers also expressed their reservations about leaving early in the morning before their child(ren) wakes up and arriving home shortly before they go to bed. Declan expressed a view that encapsulates this: ‘The boys are gone to bed at 8 o’clock so you only have that hour in the evening, and during that hour I’m cooking dinner for ourselves and helping out with cleaning, so you don’t get the time. Then the weekend becomes very important. So someone my mother-in-law [might offer] to take the boys on a Saturday, but we wouldn’t let her take them because that’s our time with them. That time becomes very precious.’

Fathers were asked what they think it means to be a good father. This was an open-ended question, and a distinct pattern emerged. Ten fathers cited spending time with their children and giving them attention as being a good dad. Seven fathers regarded providing for their child and partner as good fathering. Six fathers said that time is a barrier to being the good father that they described. Four fathers said that tiredness and stress is a barrier while four other fathers said that they do not perceive there to be any barriers. Interviewees were asked to describe an instance in which they felt a co-worker had their priorities wrong as a father. Five fathers recalled such an instance, each involving a co-worker giving too much time to work and failing to prioritise family above work. These questions serve to illustrate that fathers have a keen sense of value in the time they get to spend with their children.

5.6 Stay-at-Home Parents

Participants were asked, if hypothetically one salary was enough to cater for their domestic overheads, they (or their partner) would be comfortable being a full-time stay-at-home parent. Eight fathers said that they would be comfortable if their partner stayed at home. However, no fathers stated that they would be like to be a full-time stay-at-home father. The mental challenges associated with work; interaction with other adults; and career drive were the main reasons for wanting to a working parent, even where one salary was enough.

Declan and Ray both took one month of unpaid parental leave as a stay-at-home father, to look after their eldest child. Both fathers valued having that month with their child. Their wives were not concerned about them being alone with the child, and neither father needed support during that time. Both fathers said that the greatest challenge was constantly caring
for the child and taking on all the responsibilities. Declan said that it was a valuable lesson in the challenges that his wife faced while on maternity leave. Neither father saw any disadvantage in taking that time off, however, Declan felt discouraged from doing it again because of financial constraints, and also due to the lack of mental challenge that went alongside spending all of his time with a young child. Both fathers said that the greatest pleasure was spending time with his child and developing a bond with the child. Declan particularly recognises the importance of putting in time to develop a bond with the child: ‘I think the mother and her baby have a natural connection which is natural there from day one, which is the most amazing thing ever to look at. The father does not have that connection from day one and you can see that clearly. So, it’s nice to have the time off […] to develop that.’ From these examples, it is clear that these two fathers, who had no prior experience, were capable of taking on all responsibilities and they place a great deal of value on being able to spend time with their child, to foster a bond and to learn how to be a father.

5.7 Fatherhood

Participants were asked about various aspects of fatherhood including the best aspects of fatherhood. Fathers reported the enjoyment they received from seeing their child grow, develop a personality and learn new things. In contrast, loss of sleep and free time were reported as the most difficult aspects, noted by 11 participants. The transition to fatherhood was regarded as difficult for these reasons. When asked how fatherhood changed them as a person, they mentioned the change in priorities and time management, as well as an increased appreciation for their own free time and for job stability. Conor said: ‘Now that my family situation has changed, I’m a lot more risk averse, a lot more conservative, and I value stability in my job a lot more than I did in the past.’ When asked if there was anyone who helped them in learning how to be a father, there were two main responses. Fathers looked to their peer friends and siblings who have had children as examples, and other fathers reported that it had been a transition that they made themselves, without intervention or reliance on any other party. When asked if there was any advice they would give to a co-worker if they were becoming a first-time father, interviewees generally agreed that they would tell the co-worker to be selective about the advice they pay attention to, since the transition to fatherhood differs for everyone and not all advice is applicable or relevant. A number of fathers also reported that they would offer them items of ‘hardware’ such as car seats and prams, as new parents often purchase a large amount of these items that are unnecessary. When asked if there was any advice they wish they had received, fathers stated that there was nothing that could have eased their transition to fatherhood. Fergal said: ‘I honestly think that you cannot be prepared for having your first child. The disruption to your life, no matter how much people tell you, you can’t actually be prepared for it.’

5.8 Summary

These fathers attach great importance to spending time with their family and children. Fathers contribute more to household tasks and childcare when they have the time to do so. Although they place importance in having their own free time, this is secondary in importance to time they spend at home. There was a general agreement that they would prefer to be a full-time working parent rather than a stay-at-home parent.
6 FATHERS’ EXPERIENCE OF WORK/LIFE BALANCE

Fathers were questioned about their work/life balance in order to gain insights into the challenges that fathers might face and to ascertain their use of and views on paternity leave. This chapter contains an analysis of the results.

6.1 Effect of Work on Family Life

Fathers’ working hours ranged from 36.25 hours to 40 hours per week. However, fourteen fathers regularly worked longer hours than their contracted hours. Nine fathers work from home after hours on a regular basis. Three of these fathers felt that this was a disruption to their work/life balance and tried to avoid taking work home wherever possible. Seven fathers said that work pressures had an effect on their involvement in the running of the home. Fergal referred to work demands that affected his involvement with his wife and children: ‘Even when I was [at home], I wasn’t [at home]. I was completely bringing the work home and it was affecting my attitude and it was affecting my relationship with the kids and my relationship with her.’

Nine of the fathers said that their job affects their availability for their family. They felt that the pressures imposed by deadline-driven and busy periods of work meant that they would regularly have to stay back late to stay on top of their work. Sean said: ‘At least two days a week I wouldn’t see my kids because they’re asleep by the time I leave and they’re asleep by the time I get home. And, I would take work home with me a lot as well.’

Some fathers were provided with a Blackberry mobile phone by ESB, which allows them to remotely access their work email from home. While these fathers noted that this is an advantage in their work life, they felt that it was disruptive to the time they spent with their family. Sean said: ‘The Blackberry is an absolute curse. Because, people start emailing you at 7 in the morning, and they might finish at 11 o’clock at night, and it goes on Saturdays and Sundays as well. It’s a nuisance. The only flexibility it offers you is that you don’t have 50 emails when you return to your desk after 4 hours.’

6.2 Impact of Family Life on Work

Eight fathers said that their family involvement affects their availability for their job. Fathers described this in terms of having to arrive to work later than usual or leaving work earlier than usual, in order to attend to certain childcare tasks such as collecting their child from the crèche if the child becomes ill. When asked if their family affects their availability for their job, five fathers felt the need to lie at work to protect their ‘professional reputation’, believing that they would be excluded from potential work opportunities and would be less able to develop their careers if they were seen to be regularly leaving work to attend to the needs of their child(ren). They would either stay silent or lie when explaining their absence in order to avoid being ‘branded’ as such an employee. Declan said: ‘If someone books a meeting in and you can’t make it, […] sometimes you will turn around and say “I can’t make that meeting tomorrow, not because I’m dropping the kids to school, but because there’s something else that I have to get done”. You don’t want to be tagged with that kind of reputation. It’s not a wrong reputation to have but you are working and you want the career, and to develop your career.’
6.3 Time Allocation between Work and Family

Nine fathers said that they were unhappy with the time allocated between work and family, saying they would like to have more time to spend with their family. However, they were aware of the importance of their role as a provider. Brian said: ‘obviously I’d like to see [my family] more, but my salary is the primary salary in the house. So, in those terms, it’s something that needs to be protected at the same time. You have to be a realist about it.’

Twelve of the fathers had a regular arrangement in place for their child(ren) to attend a crèche during the working week to accommodate their work schedule. Three fathers had other arrangements in place to support the running of their home. Two of these three fathers had employed a cleaner to assist in the running of the home, which allowed them to spend more time with their family at weekends as it lessened the amount household chores that needed to be completed. The remaining father had an au pair to assist in caring for his children during the week. All of these fathers valued the support offered by these services. Brian said: ‘The cleaner is in once a fortnight to take the edge off the major clean [...] so we would have more time. My wife has her free time as well- obviously she wants to spend that seeing her friends. It’s all about time. If you could spend an extra grand a month and give yourself an extra couple of days, it would be worth it.’

6.4 Family Related Leave

Fathers in ESB are entitled to five days’ paid paternity leave and have the option to take an additional five days’ unpaid on the birth or adoption of their child. They were asked about the amount of leave they took for either their first child, or for their first child born during their employment in ESB. All participants availed of the paid portion of this leave, and two fathers took the additional unpaid portion. These two fathers and the two other fathers who took one month unpaid parental leave each are the only fathers from the sample who took unpaid leave. The other 13 fathers cited financial reasons and perceived pressures of their job as the main reasons for not taking unpaid leave. All the fathers interviewed also took paid annual leave at the time of their child’s birth. The following table details the amount of leave taken by fathers in the period following the birth of their child.

![FIGURE 6.4.1– Breakdown of Leave Take-Up](image-url)
When asked about the most important factors that determined the length of leave that they took, all but one father claimed that it was influenced by their desire to care for their partner and child, and to allow them to have a more ‘hands-on’ role in the running of the home during that period. Fourteen fathers were satisfied with the amount of leave they took. Five fathers said that they would like to take a longer period of leave if they were to have another child in future. Cathal said that it is important to take leave when children are young: ‘I don’t want to be in a situation where I regret not spending time with them when they are this age because they do change so quick, it’s unbelievable how much they change, and my wife has said it to me more than once.’ Financial constraints and perceived work pressures were the main reasons cited for not taking longer periods of leave. Conor perceived work pressures that influenced his early return from leave: ‘I was involved in a very busy project at the time and it was quite a demanding job that I had. I didn’t really feel like it would have been appropriate for me to have taken the time from work.’ Each of these fathers said that they use their annual leave if they have to take a half-day or miss work for reasons relating to childcare.

Twelve of the fathers’ partners were employed at the time of the birth of their child, and all but one of them availed of the paid portion of maternity leave. Only four of these mothers claimed a portion of the unpaid maternity leave. This illustrates that both parents are discouraged from taking unpaid leave from work for childcare purposes.

Twelve fathers said that they missed their partner and child when they came back to work. Sean said that he missed both of his children and often misses them as he regularly works long hours due to the pressures he feels in his role: ‘I would [miss them], generally. I feel it during the week when I don’t see them, it bothers me.’ However, ten fathers also felt that returning to work was a relief from the increased responsibilities in the home. David said: ‘If there are bad nights where it is a sleepless night, you feel that work is an escape at times. That wouldn’t always be the case but it does happen at times.’

### 6.5 Views on Statutory Paternity Leave

All but one of the fathers said that there should be a statutory entitlement to paid paternity leave in Ireland. These fathers were asked what the minimum duration of paternity leave should be. The results are described in the table below.

![Figure 6.5.1 – Desired Paternal Leave Duration](image-url)

Of these sixteen fathers, five referred to the paternity leave entitlements in other European countries including Iceland, the United Kingdom, Norway and Sweden, indicating an
awareness of international leave entitlements among fathers in Ireland. Four fathers believe that maternity leave should be shareable between the father and mother. When asked why there should be paid paternity leave, a number of main reasons were cited. These related to enabling fathers to:

- care for his partner and child;
- assume a more ‘hand-on’ role at the home while his partner is recovering;
- as first-time fathers, to educate themselves into childcare tasks, such as feeding and bathing the child, and to have a greater part in the participation of these tasks;
- develop a bond with his child; and
- assist the family in developing and adapting to the new routine that comes along with the introduction of a new child to the family.

Declan feels that the first two weeks of the child’s life is the most important time for the father to develop a connection with his child, and compares it to the natural connection that a mother has with her child: ‘The father does not have that connection from day one and you can see that clearly. So, it’s nice to have the time off at the start to have that touch, that feel, that cuddle, have the child fall asleep on your chest, there is nothing like that really. To have the time off to develop that connection - to have the first two weeks off for each child is critical.’

6.6 Other Supports for Fathers

Fathers were asked if they think that the State should introduce any other measures to support fathers after the birth of the child. Twelve fathers felt that the State should do more to support fathers. Many fathers said that there is very little focus on fathers in terms of support, facilities and attention, and that the current focus is all on the mother. They felt that this should be addressed by the State. Other fathers felt that the State should provide fathers with more information on childcare tasks. Matthew said: ‘I went along to the antenatal classes but I don’t think it was really open to dads, […] there’s nothing to explain things for dads like how you wrap a child, how you keep a child warm, how you bathe a child, how warm should a room be. I think the public health nurse could be a lot stronger in what they do in terms of education and in terms of support.’ Cathal described how lacking he felt the services are in Ireland by taking example from the US: ‘When you’re in the hospital where my children were born, the father is secondary completely. My brother’s wife gave birth to a little boy […] in California, and they’ve a separate bed there for the father and the father can get fed and all that. But in Ireland? Holy God, there’s nothing! There’s no consideration whatsoever for fathers from that aspect, when there should be.’

6.7 Summary

Financial constraints and perceived job pressures meant that most of these fathers work longer than their minimum working hours and are discouraged from taking unpaid leave. The conflict between their work and family lives means that most of these fathers are unhappy with the amount of time they get to spend with their family. Most fathers felt that a statutory entitlement to paternity leave in Ireland would assist them in balancing their roles as a father and as a worker. There is also a demand for support in the form of more information and an improvement of the services provided to parents by the State.
7 PARENTAL SUPPORTS AND SERVICES IN ESB

This chapter analyses the views expressed by interviewees on the parental supports and services currently offered by the ESB.

7.1 ESB Parental Support

ESB provides a number of support services targeted at improving the work/life balance of employees, focusing on parents.

Employment Assistance Programme

The Employment assistance Programme (EAP) is a support programme aimed at the early intervention and resolution of work and/or personal problems that may affect an employee’s health, wellbeing and work performance. The service is provided through eight officers based throughout the company who are dedicated to EAP alone.

Sixteen fathers said that they were aware of this service. All fathers said that they were satisfied with the supports and services provided by the ESB and that they would be provided for if they had an issue in their work or personal lives. Fathers who did not know where to go if experiencing such issues were satisfied that they would have no difficulty in finding the appropriate person or service. All fathers would approach their manager or the EAP. Brian would recommend the EAP to his staff: ‘I have used a number of [services] and they’ve all been excellent. I would have no hesitation going or recommending that a member of my staff goes if they feel like they’re having problems - they’ve access to a huge range of support services that are excellent.’ Many of the fathers attached great value to having the EAP service, and Carl says that its popularity is due to it being well known in the ESB: ‘The EAP is pretty good in the way it’s publicised. Most people are aware of it and know who to contact - all of the noticeboards around the place have a flyer with the contact number on it.’

Positive Parenting Programme

The Positive Parenting Programme (PPP), introduced in 2010, aims to assist the work/life balance of employees by delivering a series of seminars focusing on different parenting-related themes, including how to cope as a parent with the various stages of a child’s development. Only four fathers were aware of the PPP and none of them had availed of the services offered by the PPP. Only one of the nine interviewees in a managerial role was aware of this programme.

Fathers expressed a demand for the services offered by the PPP without knowing about the existence of the service. For example, Cathal felt that he would have benefitted from more substantial information during the period around the birth of his child: ‘Before I had the child I went looking for specifically something to read up on because there’s a lot of literature there for mothers, and I wanted to find something for dads. Anything I found was quite flippant and informal, it wasn’t appropriate as far as I could see.’

Many of the interviewees would have benefitted greatly from the services offered by the PPP as fathers with young children. It is necessary to inform fathers of this service to enable them to avail of the potential benefits of attending PPP seminars.
Factors explaining the lack of awareness of the PPP include the relative youth of the programme compared to other well-established services such as the EAP, and the low circulation of information on the programme’s events and services. A reason behind the common awareness amongst staff of the EAP is the manner in which it is well publicised. The ESB should emphasise the publication of the PPP by publicising the programme in a similar manner to the publication of the EAP. The ESB should also inform all managers throughout the organisation of the PPP and the services that it provides. Employees seeking paternity or maternity leave often consult with their manager, who should be able to provide their staff with information on this service as it is potentially of value to staff members.

‘Fathers Only’ Seminar

Fathers were asked if they would like to see an ESB parenting seminar directed specifically at fathers. Only seven of the fathers would like to see this service provided. Several fathers said that, while they thought it would be beneficial, they did not think that the ESB should be obliged to provide this service. Other fathers would not like to attend such a seminar as they would feel uncomfortable. Andrew believed that Irish fathers are not yet ready for such a service: ‘It’s in the Irish male psyche that, well, you probably wouldn’t get a great attendance! That’s the problem! So I don’t know about that, but I think that there should be something. Whether you would be able to drag men along to attend is another thing!’

7.2 Parenting Leave and Flexible Work Arrangements

Leave

All fathers recognised the benefit of being entitled to paid paternal leave and were grateful for it. Fifteen fathers had not taken unpaid leave, citing financial constraints and perceived job pressures as the main deterrents.

Other leave options include Life Balance Time, which entitles employees, with over three and a half years’ service, to 6 - 20 weeks of unpaid leave per annum, and Domestic Leave, which is designed to reduce excessive demands on annual leave. It allows employees to take time out for domestic emergencies, paid or unpaid depending on the length of leave taken. None of the fathers took either of these types of leave.

All of the fathers said that they use their annual leave for parenting purposes e.g. if their child needs to be taken home from crèche due to illness.

Reduced Working Hours and Flexitime

No fathers had availed of reduced-hours or flexitime. All fathers find management to be flexible. Carl said: ‘We have an informal flexi-time here which is accepted. If you arrive late, you stay late. I’m lucky - the individual that I’m working for and my colleagues understand and are flexible.’ He said he recognised the value of these work arrangements due the high cost of childcare: ‘I’m sure that could be useful for a lot of people because childcare is so expensive. If you could book your child in [to crèche] for four days [a week] instead of five - that makes a big difference over a month.’
7.3 Managerial and Staff Attitudes in ESB

All fathers said that managers were supportive when they had requested parenting leave. Fourteen fathers had been comfortable about requesting leave, while six fathers had felt pressured to not take leave when their child was born. However, four of these fathers added that it was a pressure that they placed on themselves.

Brendan found management exceptionally supportive: ‘My manager gave me a card and a present of 100 euros for the child. And that was with both children. You couldn’t get any better than him, in fairness to him. […] I’ve a very exceptional manager.’ Every father remarked on the supportive attitude of the ESB as an organisation towards staff who are parents. Sean reflected the attitude of management towards granting leave to members of staff: ‘I’ve signed a lot of forms for leave. We try not to put pressure on people, particularly in that situation. For people who have become a new parent, we would try to be as accommodating as possible.’ Every father said that when he returned to work from being on leave, he did not detect any tension from management or staff caused by him being absent on leave.

Five fathers acknowledged the conflict between their work and family lives due to the need to protect their ‘professional reputation’ and to avoid being ‘branded’ a father. Two fathers discerned a trade-off between work and family life as their careers in ESB developed with family life losing out to work as they progressed. Fergal felt that an employee’s ambition came at the cost of their family: ‘It depends on how ambitious in some respects you are. I think that the further up you go, the more you have to sell your soul to the company, and that inevitably means you have to hop more when the company wants you to, so that obviously has an impact.’

Each of these fathers agreed saw ESB as a flexible organisation. Flexibility of management was seen as a valuable aspect of these fathers’ jobs. Many fathers referred to instances where they had to leave work at short notice due to their child becoming ill, and praised the ESB for their flexibility in these instances. Conor referred to the flexibility of the ESB towards parents who have recently had children: ‘I think ESB is a great company in terms of how they manage, I think they make a lot of effort to give people flexibility to do whatever they need to do around this period [after having a child] and I think it’s really good. You’d like to see the flexibility of the ESB- they don’t have that everywhere in the economy. I think how it is in here is a pretty decent model to be honest.’

7.4 Summary

It is clear from this analysis that fathers interviewed were happy with the parental supports and services provided by the ESB, and the majority of fathers did not feel the need for a ‘Fathers Only’ seminar. They have found management to be generally supportive of their parental responsibilities impacting on their working lives. They attach great value to the support offered to them by the ESB. However, some fathers felt the need to be discrete about their parental responsibilities which had led to conflict.
8 ANALYSIS OF INTERVIEWS

This chapter analyses interview findings against the international literature and methodological framework discussed in chapter 3.

8.1 Family Patterns

Based on the framework developed by Wall et al. (2010) set out in chapter 3, the fathers interviewed from ESB can be allocated into five different family patterns based on how fathers perceived the processes of fathering and conjugal functioning, as well as those related to work/life balance. The interviewees acted out their roles as fathers, breadwinners and partners accordingly. The patterns to which these fathers were categorised are detailed below.

1. Equal Associative: Equal Partner Pattern

Five of the interviewed fathers belonged to this pattern. They were all in a dual-earner relationship where their partners also worked full-time. Both the fathers and their partners were career-driven while neither career took priority. Housework was divided equally between partners. In each case, childcare was delegated to private parties such as crèches during the working week. Two of these fathers delegated housework to a cleaner to allow them to spend more time with their families at the weekend. Fathers belonging to this category emphasised equality in their relationship. Gary referred to the division of housework between himself and his partner: ‘It’s probably 50/50 I would say. Because she is working and I am working, we both have pressures so we try to split it. That is something that we have to do; the days of having your dinner handed to you are long gone!’

On average, fathers belonging to this pattern complete forty-five percent of household labour. Two thirds of these fathers take work home, and on average these fathers work nine hour working days. Their partners have the highest earnings of all partners.

2. Unequal Associative: Male Appropriation Pattern

Four of the interviewed fathers could be assigned to this category. For these fathers, their careers took priority over their partners’ careers both in terms of breadwinning and length of working hours. Three of these fathers’ partners worked part-time hours, and the remaining partner was not in employment. These fathers act as ‘managers’ of their home by shouldering the majority of the breadwinning while contributing equally to household and childcare tasks. For example, Matthew’s wife spends more time at home during the working week yet he takes on some of the more time-consuming household tasks when he arrives home in the evening: ‘I go to work, […] work all day, and then quarter to five or 5 o’clock I’m out the door […] and between 5 and 7.30 I’m with the children, working on homework, cooking dinner, getting things sorted, taking the odd phone call and then I generally work from 7 until 11 at night.’

Fathers in this category work the same average number of hours per week as Equal Partner pattern fathers, and contribute a roughly similar amount to household labour on average (47%).
3. Companionship: Cooperative Partner Pattern

Three interviewees belonged to this pattern. They did not have the same level of career ambition as previous fathers. They prioritised their families above their jobs and sought to contribute as much as possible to household and childcare tasks, within the time constraints imposed by their jobs. Each of these fathers placed great emphasis on maintaining a happy relationship with their partner, and committed themselves to contributing equally to household and childcare tasks as a means of doing so. For example, Brendan said: ‘I get the oldest lassy up and I get her toileted. I get her breakfast and stuff like that and get things ready for the baby then, just to leave things a bit more straightforward for the missus. I do the cooking and cleaning, and whatever else is required - anything to stay in the good books.’ Fergal moved from a demanding role to one that had fewer opportunities for career development in order to facilitate the needs of his wife and his children: ‘Myself and my wife had a bit of a blow up that Christmas where she was going, “you’re not engaging with us”. We had the two kids at the time and she was pregnant. “Even when you are home you’re in bad form, you’re grumpy with us all the time, you’re on the Blackberry reading your emails - this is no good for us”. So I think the arrival of [my third child] means we really had to adjust but the new role allows me to do that.’

On average, fathers belonging to the Cooperative Partner pattern spend the least number of hours in work (38 hours per week) and contribute most to household tasks (50% average). Each father in this pattern was happy with the allocation of time between their job and their family.

4. Unequal Associative: Male Career Pattern

Like the Equal Partner and Male Appropriation patterns, the three fathers belonging to this pattern are ambitious in terms of their careers. However, they do not contribute on an equal level to household and childcare tasks, relying on their partners to play a greater role in these duties - two of these fathers’ partners are not employed, and the remaining partner works part-time hours. These fathers have adopted the role of primary breadwinner. Charles said: ‘We used to live in Dublin, and she worked as an executive in an advertising company. She has a degree and a Masters from Trinity but she gave up work in 2009 when we moved to Tipperary because our eldest boy was [starting] school so she works from the home now. […] I couldn’t do the job that I do without her being at home.’

The average contribution to household tasks amongst these fathers was thirty-one percent. They worked ten hour days on average. Each of these fathers claimed that the pressures they feel in work adversely affect their involvement in the running of their home (outside of working hours e.g. at weekends).

5. Closed Family: Male Provider Pattern

Only one father was assigned to this pattern, which describes fathers who are rarely present in daily family life, and are traditional in terms of their lack of contribution to housework. Sean says that he only does twenty percent of housework, and is unable to cook. He invests first and foremost in his professional life. When asked about the leave he took when his child was born, he said: ‘I was in here trying to sort a load of stuff out - while she was in hospital I was in here! I might have come in a couple of times over those days. I said I would take the
5 [paid paternal] days and 5 days annual leave as well but I probably ended working 4 days [out] of the 10. It was in and out, keeping things going, going to meetings.’

Sean said that he works ten hour working days, and completes twenty percent of household tasks- the lowest of all participants.

8.2 Comparison of Findings with Other Research

The family patterns described by Wall et al. (2010) accurately describe the patterns that emerged in this study. Their research found that men with young children were found to be juggling old and new practises, old and new masculinities. The variety of the family patterns of the fathers analysed in this study reflects the findings of Wall et al.’s study. Fathers in this study mapped the transition from the role of the traditional Irish father to those of the modern Irish father. While elements of the traditional father were visible in some of these fathers, each of the interviewed fathers claimed to be significantly more involved than their own fathers, as discussed in chapter 5 of this report. Their level of contribution to childcare and the running of their respective homes was strongly related to their commitment to their job, which led to conflicts in balancing their work and family lives- a close comparison with Wall et al.’s study. The different levels of involvement that these fathers had, both at home and at work, allowed fathers to be categorised according to the classification system set out by Wall et al. (2010).

Certain findings of other studies described in the literature review were accurately represented by the findings of this study. For example, fathers agreed that they contribute to household and childcare tasks on a greater level than their own fathers [Section 5.3], which supports the literature findings claiming that here has been a shift from the traditional model of the wife as a homemaker and the husband as a breadwinner, to both women and men sharing the responsibilities of paid work and household labour, which also extends to male caring (Fine-Davis, 2011). All fathers in this study recognised the benefits of their entitlement to paid paternal leave, and sixteen out of the seventeen fathers interviewed felt that this should be a statutory entitlement for all fathers in Ireland, which reflects the Equality and Human Rights Commission’s (2009) findings regarding the demand for paternity leave in the UK. This UK study cited the inability to afford time off as the main reason for fathers not taking additional unpaid leave, which is represented in this study by fathers citing financial constraints as one of the main reasons for not taking additional unpaid paternity or parental leave [Section 6.4]. Flexibility in work practises was a recurrent theme in this study, with the majority of fathers claiming the flexibility of management a valued aspect of their job [Section 7.3] - a similar finding to Grönlund’s (2004) study, as described in the literature review.

8.4 Summary

The findings of this study were reflective of the findings of certain findings discussed in the literature review, with the demand for paternity leave amongst fathers, the sharing of household and childcare tasks between fathers and their partners, financial constraints discouraging the take-up of unpaid leave and the value fathers place in flexible workplace arrangements serving as notable examples of such findings. The methodology used in this study proved to be an effective approach to analysing the collected data, as it accurately accounted for each of these fathers.
APPENDIX A: ORIGINAL PROJECT OUTLINE

Client: Equality and Diversity Office, ESB
Project: Experience of Fathering
Location: ESB
Client Contact: Bernie O’Connor, Equality and Diversity Office, ESB
Bernie.OConnor@esb.ie
School Contact: Eileen Drew

Client Background
Founded in 1927, the Electricity Supply Board (ESB) is a statutory corporation in the Republic of Ireland. It is 95 per cent owned by the Government of Ireland, with the remaining shares held by an employee share option trust. ESB is a vertically integrated utility and it includes a number of divisions, which are ring fenced and operate independently in the electricity market. ESB Group employs approximately 7000 people. It is the leading Irish company in the energy utility sector.

Project Background
In Ireland, as in other EU countries, there have been major changes in family life, most notably in the increase in dual-earner families and changing parental roles. While for older fathers, the expectation was that childcare would be the responsibility of ‘stay at home’ mothers, this has changed for the current generation of fathers and mothers, who share more symmetrical parenting roles. It is not surprising that there is little recognition in the workplace of the pressures that young fathers face. Accordingly, workplaces and jobs are not designed on gender-neutral premises but remain grounded in the separation of work and family life.

In practice, today’s ‘involved fathers’ are expected to do it all - contribute equally to the domestic labour around children while maintaining the role as primary wage earner. Research into men who endorse these new representations of fatherhood suggest that this ‘involvement’ still takes place outside of the workday around the long hours and the demands of the workplace, not the other way around. Given the juxtaposition between being a ‘good provider’ and the rising social expectation of paternal involvement in family life, it is becoming increasingly untenable for men to balance their ideals of fatherhood and career progression – particularly in dual-income families. The absence of research, on the challenges that working fathers face, constitutes a major gap in academic knowledge.

Client Requirement
Recent EU research has suggested there is a particular need for measures to promote care redistribution between women and men within the family. Creating this equal opportunity serves as the overarching aim of this project which will investigate the role that fatherhood plays in men’s working lives through the following questions:

- How do men construct notions of being a good father and specifically what is the influence of workplace ideals on what it means to be a good worker?
- To what extent do ‘involved’ and ‘manly’ discourses encompass men’s experiences of fatherhood?
- How does an organisation’s overarching workplace culture contribute to men’s behaviours/attitudes as fathers? How do men ultimately reconcile any conflicts
- between their desired parental roles and their organisational workplace cultures around parenting?
- What effect does this 'masculinities double bind' have on men both in their role as fathers as well as their role as workers?
- What targeted workplace and governmental policies are needed to assist men in combining their parental role with paid work while honouring the diversity of roles fatherhood can take?

**What is involved for the student?**

The project will require collection of qualitative data through in-depth interviews using a range of narrative-driven techniques concentrating on the experience of fatherhood and being a 'working father'. These interviews will be conducted with working fathers who have at least one cohabitating child aged 12 years or under. The interviews will allow fathers a chance to report on their experiences and knowledge of combining parenthood with work. The project will utilise a purposive sample of fathers at all levels of an organisation.

In total, the aim will be to accumulate c. 20 interviews covering a range of questions about the experiential intersection of parenting, work, and workplace culture, focusing on eliciting participants' stories of their experiences as working fathers. All interviews will be recorded, transcribed, and analysed according to the responses generated by the questions above. The analyses will use a range of different types of qualitative data analysis strategies and methods.
APPENDIX B: INTERIM REPORT

Project: Experience of Fathering
Client: Equality and Diversity Office, ESB
Student: Rory Noel Crowley
Supervisor: Eileen Drew

Review of Background
There is no statutory entitlement to paternity leave in Ireland. This is despite the increase in dual-earner families and shift towards more symmetrical parenting roles. Fathers in Ireland are increasingly expected to contribute as wage earners (in the majority of cases the main or higher earner) and to domestic labour. Much research has concentrated on the reconciliation issues experiences by mothers when balancing work/family life. The situation of fathers has attracted relatively little attention.

The Electricity Supply Board (ESB) is a statutory corporation in Ireland that employs approximately 7,000 people across a number of business units. The Equality and Diversity Office of ESB are supporting this study to investigate the difficulties that fathers may face in balancing their working and family lives. Interviews will be conducted with fathers in the ESB who have at least one cohabiting child aged 5 years or under to obtain their views on paternity leave and how they cope with being employees and fathers.

Work to Date
Work to date has included regular meetings and contact with my project supervisor. To begin, I carried out preliminary research to inform myself on current leave entitlements, theories relating to different categories of fathers, and other work that has been done to date on the topic of the work/life balance of modern fathers. Having formed my idea of, and informed myself on the project that I was tasked with, I then met with the client to outline what this research project would entail. Following this meeting, I studied interviews that were carried out in similar projects, and began to draft the interview that I would be using as part of this project. I then began the process of applying for research ethics approval, which involved drafting a participant’s information sheet, a participant’s consent form and a project proposal. This application was an eventual success. I drafted the Terms of Reference and the Invitation to Interview which would be emailed to potential participants. I then carried out a pilot interview to gauge the duration of the interview of the interview, and to determine if there were any amendments that needed to be made to the interview schedule. I organised
a second pilot interview, which will be carried out by December 16th, and drafted a work schedule for the project. Most recently, I met with the client to amend the interview according to their wishes and to organise the invitation and scheduling process for interviews.

**Terms of Reference**
The Terms of Reference are as follows:

- Undertake a review of literature on the role that fatherhood plays in men’s working lives
- Draft and pilot an interview protocol
- Obtain SCSS Ethics Committee approval
- Identify a purposive sample of fathers in ESB to meet the specified inclusion criteria
- Conduct interviews with respect to the Data Protection Act 1998-2003
- Record and transcribe the interview data
- Conduct an analysis of the qualitative results
- Draft a report based on the literature, interviews and international studies.

**Further Work**

- Amend the interview questions and layout in light of the pilot interview and latest client meeting (by 12th December)
- Issue invitations across ESB departments (by 7th January)
- Carry out a literature review over Christmas to set a firm research foundation before beginning the interview process (by 25th January)
- Schedule interviews (by 25th January), commence interviews (by 28th January) and complete interviews (by 28th February)
- Analyse, interpret and write up an analysis of interviews (by 8th March)
- Complete the final report write-up and present it to the client (by 29th March).

**Interim Conclusions**
Information collected from the pilot interviews (which does not violate the privacy terms on which the pilot interview was carried out) highlighted the potential benefit of re-shaping the layout of the questions. The answer to a specific question often answered a separate question, and led naturally into other questions. The layout of the interview should be altered to reflect this, as it would potentially save time and lead to a more natural flow in the interview. The pilot interviews also indicated that interviews could be completed comprehensively without exceeding 60 minutes, which was an issue raised by the client.
APPENDIX C: RESEARCH ETHICS

Title of project: Experience of Fathering

Purpose of Project including Academic Rationale:

The purpose of the project is to identify the difficulties a father might face in trying to be all of a committed father, committed professional and a committed partner, and to analyse the extent to which committing in one area may affect the father’s ability to commit in other areas. Research for this study will be carried out within the ESB by means of interviewing a sample of fathers across all levels of the organisation.

This project is assigned as a fourth year project for the lead researcher, counting for 33% of the final year and 20% of the overall MSISS degree for the lead researcher. This project has been carried out under a similar format by Dr. Karin Wall in the University of Lisbon, Portugal, entitled Fathers on Leave Alone in a Changing Policy Environment. Results of this study are intended for comparison. The interview which has been composed for this Irish comparison is based on that used by Dr. Wall.

Project Background:

In Ireland, as in other EU countries, there have been major changes in family life, most notably in the increase in dual-earner families and changing parental roles. While for older fathers, the expectation was that childcare would be the responsibility of ‘stay at home’ mothers, this has changed for the current generation of fathers and mothers, who share more symmetrical parenting roles. It is not surprising that there is little recognition in the workplace of the pressures that young fathers face. Accordingly, workplaces and jobs are not designed on gender-neutral premises but remain grounded in the separation of work and family life.

In practice, today’s ‘involved fathers’ are expected to do it all - contribute equally to the domestic labour around children while maintaining the role as primary wage earner. Research into men who endorse these new representations of fatherhood suggest that this ‘involvement’ still takes place outside of the workday around the long hours and the demands of the workplace, not the other way around. Given the juxtaposition between being a ‘good provider’ and the rising social expectation of paternal involvement in family life, it is becoming increasingly untenable for men to balance their ideals of fatherhood and career progression – particularly in dual-income families. The absence of research, on the challenges that working fathers face, constitutes a major gap in academic knowledge.

Recent EU research has suggested there is a particular need for measures to promote care redistribution between women and men within the family. Creating this equal opportunity serves as the overarching aim of this project which will investigate the role that fatherhood plays in men’s working lives through the following questions:

- How do men construct notions of being a good father and specifically what is the influence of workplace ideals on what it means to be a good worker?
- To what extent do ‘involved’ and ‘manly’ discourses encompass men’s experiences of fatherhood?
- How does an organisation’s overarching workplace culture contribute to men’s behaviours/attitudes as fathers? How do men ultimately reconcile any conflicts between their desired parental roles and their organisational workplace cultures around parenting?
- What effect does this ‘masculinities double bind’ have on men both in their role as fathers as well as their role as a worker?
• What targeted workplace and governmental policies are needed to assist men in combining their parental role with paid work while honouring the diversity of roles fatherhood can take?

Methods and measurements to be used:

The project will require collection of qualitative data through in-depth interviews using a range of narrative-driven techniques concentrating on the experience of fatherhood and being a ‘working father’. The interviews will allow fathers a chance to report on their experiences and knowledge of combining parenthood with work, and will cover a range of questions about the experiential intersection of parenting, work, and workplace culture, focusing on eliciting participants’ stories of their experiences as working fathers. Following the consent of participants, interviews will be recorded, transcribed, and analysed according to the responses generated by the questions above. The analyses will use a range of different types of qualitative data analysis strategies and methods.

Participant selection:

The project will utilise a purposive sample of fathers across all levels of an organisation. The inclusion criteria require interviewees to be fathers working for the ESB who have at least one cohabitating child aged 5 years or under. Methods for recruitment will primarily include an internal email sent by the Joint Equality Council of the ESB which will inform employees of the opportunity to partake in the study, and their participation will be voluntary. The aim will be to accumulate up to 20 interviews. As it is a qualitative research project, the statistical justification for selecting this amount of interviews is based on the judgement that it will be sufficient for gaining an informed insight into the subject of the experience of fathering (Saunders et al., 2007). Prior to each interview an informed consent form will be administered and must be signed by each interviewee. Interviews will be approximately 60 minutes and no longer than 90 minutes in duration and will take place in the ESB building on Fitzwilliam Street, Dublin. The interview can be carried out within the timeframe by going less in-depth into some topics, and not every question will be asked.

Debriefing arrangements:

After each interview, the lead researcher will explain that all information is completely confidential, stored confidentially, and that all participants may choose to withdraw from the study at any time. A brief overview of the study will be provided upon request. If a summary of the findings from the study is required, the researcher can provide directly on request; crowlern@tcd.ie; 085 2035 492.

Ethical Considerations:
Considerations raised are as follows:
- The fathers will be speaking about their personal experience of fathering
- Sensitive information regarding their life at home or at work may be divulged

I will take the following steps to account for the ethical considerations raised:
- In order to protect this information, participants will be notified that any information used will be used with the greatest of sensitivity, and that any recordings will not be identifiable unless prior written permission has been given. Permission will be obtained for specific reuse thereafter.
- Informed consent for participation will be obtained
- Participants will be informed that their participation is voluntary
- Participants will be informed that they may withdraw at any time and for any reason without penalty
- Participants will be informed that they do not have to answer questions they do not wish to answer
- Participants will be informed that their data will be treated with full confidentiality and that, if published, it will not be identified as theirs
- Participants will be informed that all information gathered will be stored only for the duration of the study and will be appropriately disposed of thereafter
- Participants and their children will remain anonymous
- Participants will be informed that I will act in accordance with the information I provide to them.

Relevant Legislation:
All information will be gathered and stored in accordance with the Data Protection Act 1988 and 2003. Information will only be used for the purpose for which it is intended. All proper security protocol will be used while the data is in my possession and information will be stored for no longer than necessary.

Rory Noel Crowley
SS MSISS
Experience of Fathering

crowlern@tcd.ie
085 2035 492
TRINITY COLLEGE DUBLIN
INFORMED CONSENT FORM

LEAD RESEARCHER:

Student: Rory Crowley
Supervisor: Prof. Eileen Drew

BACKGROUND OF RESEARCH:
The purpose of the project is to identify the difficulties a father might face in trying to be all of a committed father, committed professional and a committed partner, and to analyse the extent to which committing in one area may affect the father’s ability to commit in other areas. Research for this study will be carried out within the ESB by means of interviewing a sample of fathers across all levels of the organisation. This project is assigned as a fourth year project for the lead researcher, counting for 33% of the final year and 20% of the overall MSISS degree for the lead researcher. This project has been carried out under a similar format by Dr. Karin Wall in the University of Lisbon, Portugal, entitled Fathers on Leave Alone in a Changing Policy Environment. Results of this study are intended for comparison.

PROCEDURES OF THIS STUDY:
The project will require collection of qualitative data through in-depth interviews using a range of narrative-driven techniques concentrating on the experience of fatherhood and being a ‘working father’. The interviews will allow fathers a chance to report on their experiences and knowledge of combining parenthood with work, and will cover a range of questions about the experiential intersection of parenting, work, and workplace culture, focusing on eliciting participants’ stories of their experiences as working fathers. All interviews will be recorded, transcribed, and analysed according to the responses generated by the questions above. The analyses will use a range of different types of qualitative data analysis strategies and methods. This interview should last approximately 60 minutes, and will last no longer than 90 minutes. With the participant's consent, this interview will be recorded for later transcription. Recordings and transcriptions will be held in confidentiality and will only be accessible by the lead researcher. Gathered information and transcriptions will be held for no longer than necessary. There will be no implications to the interviewee for participating in this study.

PUBLICATION:
The intended publication for the collected research is in a report to be submitted by the lead researcher as part of a final project, which is examined and graded by anonymous examiners in the School of Computer Science and Statistics in Trinity College, Dublin.

Individual results will be aggregated anonymously and research reported on aggregate results.

DECLARATION:

- I am 18 years or older and am competent to provide consent.
- I have read, or had read to me, a document providing information about this research and this consent form. I have had the opportunity to ask questions and all my questions have been answered to my satisfaction and understand the description of the research that is being provided to me.
- I agree that my data is used for scientific purposes and I have no objection that my data is published in scientific publications in a way that does not reveal my identity.
- I understand that if I make illicit activities known, these will be reported to appropriate authorities.
- I understand that I may stop electronic recordings at any time, and that I may at any time, even subsequent to my participation have such recordings destroyed (except in situations such as above).
- I understand that, subject to the constraints above, no recordings will be replayed in any public forum or made available to any audience other than the current researchers/research team.
• I freely and voluntarily agree to be part of this research study, though without prejudice to my legal and ethical rights.

• I understand that I may refuse to answer any question and that I may withdraw at any time without penalty.

• I understand that my participation is fully anonymous and that no personal details about me will be recorded.

• I have received a copy of this agreement.

PARTICIPANT’S NAME:

PARTICIPANT’S SIGNATURE:

Date:

Statement of investigator’s responsibility: I have explained the nature and purpose of this research study, the procedures to be undertaken and any risks that may be involved. I have offered to answer any questions and fully answered such questions. I believe that the participant understands my explanation and has freely given informed consent.

RESEARCHERS CONTACT DETAILS:

Rory Crowley, SS MSISS
Phone: 085 2035 492
Email: crowlern@tcd.ie

INVESTIGATOR’S SIGNATURE:

Date:

I confirm that I will (where relevant):
• Familiarize myself with the Data Protection Act and the College Good Research Practice guidelines http://www.tcd.ie/info_compliance/dp/legislation.php;
• Tell participants that any recordings, e.g. audio, will not be identifiable unless prior written permission has been given. I will obtain permission for specific reuse (in papers, talks, etc.)
• Provide participants with an information sheet (or web-page for web-based experiments) that describes the main procedures
• Obtain informed consent for participation
• Should the research be observational, ask participants for their consent to be observed
• Tell participants that their participation is voluntary
• Tell participants that they may withdraw at any time and for any reason without penalty
• Give participants the option of omitting questions they do not wish to answer if a questionnaire is used
• Tell participants that their data will be treated with full confidentiality and that, if published, it will not be identified as theirs
• On request, debrief participants at the end of their
• Verify that participants are 18 years or older and competent to supply consent.
• Declare any potential conflict of interest to participants.
• Inform participants that in the extremely unlikely event that illicit activity is reported to me during the study I will be obliged to report it to appropriate authorities.
• Act in accordance with the information provided (i.e. if I tell participants I will not do something, then I will not do it).

Signed: ..................................................

Date: ..................................................

Lead Researcher/student in case of project work
TRINITY COLLEGE DUBLIN

INFORMATION SHEET FOR PARTICIPANTS

Project Title
Experience of Fathering

Background context and relevance of this research:
The purpose of the project is to identify the difficulties a father might face in trying to be all of a committed father, committed professional and a committed partner, and to analyse the extent to which committing in one area may affect the father’s ability to commit in other areas. Research for this study will be carried out within the ESB by means of interviewing a sample of fathers across all levels of the organisation.

This project is assigned as a fourth year project for the lead researcher, counting for 33% of the final year and 20% of the overall MSISS degree for the lead researcher. This project has been carried out under a similar format by Dr. Karin Wall in the University of Lisbon, Portugal, entitled Fathers on Leave Alone in a Changing Policy Environment. Results of this study are intended for comparison.

The procedures relevant to the participant within this particular study:
The project will require collection of qualitative data through in-depth interviews using a range of narrative-driven techniques concentrating on the experience of fatherhood and being a ‘working father’. The interviews will allow fathers a chance to report on their experiences and knowledge of combining parenthood with work, and will cover a range of questions about the experiential intersection of parenting, work, and workplace culture, focusing on eliciting participants’ stories of their experiences as working fathers. All interviews will be recorded, transcribed, and analysed according to the responses generated by the questions above. The analyses will use a range of different types of qualitative data analysis strategies and methods.

Participant selection:
The project utilises a purposive sample of fathers across all levels of the organisation. This interview is being conducted with working fathers who have at least one cohabitating child aged 5 years or under.

Declarations of conflicts of interest:
This work is being collected for use in academic research: it does not have any commercial purpose.

Voluntary participation:
Your participation in this interview is entirely voluntary. You have the right to withdraw at any time without explanation and to omit responses without penalty. Each interviewee will be required to provide written consent in order to participate in this study by signing both copies of the informed consent form which is provided. You will keep one copy, and one will be held by the lead researcher.

Expected duration of participant’s involvement:
This interview is expected to last approximately one hour, and will not run over two hours.
Anticipated risks/benefits to the participant:
All information will be used only for the purpose intended. There are no implications for the interviewee for taking part in this study.

Provisions for debriefing after participation:
Should you wish, I will provide a debriefing after participation (i.e. a brief overview of the study being undertaken).

Preservation of anonymity:
Participant and third-party anonymity will be preserved in analysis, publication and presentation of resulting data and findings. All information will be gathered and stored in accordance with the Data Protection Act 1988 and 2003. Gathered information will be held in a password protected folder in the lead researcher's computer, and will be retained for no longer than the duration of the study i.e. until the work is fully reported and disseminated.

Cautions about inadvertent discovery of illicit activities:
In the extremely unlikely event that illicit activity is reported to me during the study I will be obliged to report it to appropriate authorities.

Quote contextualization:
Provisions will be made for verifying direct quotations and upholding their contextual appropriateness.

Recording confidentiality:
No audio recordings will be made available to anyone other than the lead researcher, nor will any such recordings be replayed in any public forum or presentation of the research.

Debriefing
After each interview, the lead researcher will explain that all information is completely confidential, stored confidentially, and that all participants may choose to withdraw from the study at any time. A brief overview of the study will be provided upon request. If a summary of the findings from the study is required, the researcher can provide directly on request; crowlern@tcd.ie; 085 2035 492.

This study has been subject to review by the Research Ethics Committee within the School of Computer Science and Statistics, Trinity College Dublin. The study will be reviewed on a regular basis by the assigned supervisor at the School of Computer Science and Statistics, Trinity College Dublin.

Thank you for your participation.

Rory Noel Crowley
085 2035 492
crowlern@tcd.ie
APPENDIX D: INVITATION TO INTERVIEW

ESB Fathers in Electricity Ireland Sought in Trinity College Research Project

The ‘Experience of Fathering’ is a research project being undertaken in Trinity College Dublin in association with the Joint Equality Council of Electricity Ireland. The project examines the role that fatherhood plays in men’s lives. I would like to invite fathers in to participate in an interview that will examine how fathers balance their working and family lives.

If you are a father with at least one cohabiting child aged 5 years or under, your help would be much appreciated. Interviews will be held in Head Office, Fitzwilliam Street, from January 28th to February 28th 2013, and will last between 40 to 60 minutes. Interviews will be conducted in the strictest confidence and the results will be used for academic research purposes and to inform policy.

To apply to be a part of this research project, or for more information, please contact Rory Crowley at 085 2035 492, or email crowlern@tcd.ie. Thank you!
APPENDIX E: INTERVIEW PROTOCOL

Prior to commencing interview:

1. Provide participant with a description of the research being undertaken

2. Inform the participant that this interview is being conducted for the purpose of academic research. It does not have any commercial purpose. Results feed back into Trinity College and ESB

3. Inform the participant that the interview is not a judgement on the father’s capabilities as a parent

4. Inform the participant that participation is voluntary and that they may withdraw from the interview at any time without penalty. Inform the participant of their right to forego answering questions that they do not wish to answer.

5. Inform the participant that in the extremely unlikely event that any illicit activity is reported during the study, it will be reported to the appropriate authorities

6. Provide participants with an information sheet that describes the main procedures of the interview. Verify that the participant is 18 years of age or older and competent to consent to participating. Obtain a signed Informed Consent form

7. Obtain the participant’s permission to record the interview. Inform the participant that the recording will be used for transcription only, and that audio will not be identifiable

8. Give the participant the opportunity to ask any questions.

After completing the interview:

1. Inform the participant that they may choose to withdraw from the study at any time without penalty

2. Debrief the participant if it is requested
APPENDIX F: INTERVIEW SCHEDULE

Experience of Fathering, Interview

Each question to be asked as appropriate to the interviewee. Address interview protocol.

1. Interviewee profile
   - PROFILE
     o How many children do you have?
     o Age(s) of girl(s)? Age(s) of boy(s)?
   - PARTNERSHIP
     o Are you currently in a life partnership?
     o Is your partner the mother of your child(ren)?
     o Do you cohabit with your partner and children?
     o Do you have any children from any previous marriage/relationship?
       • If so, are they living with you?

2. Interviewee work profile
   - OCCUPATION
     o What is your current job title?
     o Do you work from home, on-site or are you office-based?
     o Tell me a bit about your job (Get a description of work activities, responsibilities, contractual conditions).
     o If married/cohabiting, are you the sole provider?
       • If not, what is your wife/partner’s profession?

3. Work
   - Whose job/career has priority in your family? Can you give an example of how this is expressed?
   - How do you cope with the pressures of your work?

4. Work life balance
   - WORK
     o How many hours per week do you usually work? How is your work scheduled (e.g. daytime only, evenings/overtime, flexi)?
     o Do you often work late/take work home with you? Do you ever work at weekends, or during (bank) holidays?
     o How many hours per week does your partner work? How is her work scheduled?
     o Does your partner often work late, or during (bank) holidays?
**- ROUTINE**

 o **Can you briefly describe a typical daily routine, from morning to evening, during the working week?**
  o Starting with who wakes the child(ren)? Who prepares their breakfast?
  o Who takes the child(ren) to daycare/school (if appropriate)?
  o At what time do you arrive home from work? And your wife/partner?
  o Who prepares dinner? Who cleans up after dinner?
  o Who bathes the children, plays with them, puts them to bed, and other chores?
  o Do the child(ren) have any extra-curricular activities during the week/weekend?
    ▪ **If so,** who drops the child(ren) off, and who collects them?
    ▪ Do you incorporate your child(ren)’s extra-curricular activities (e.g. classes, sports, parent teacher meetings) into your work schedule?
      ▪ **If so,** how do you think this has been received by your boss/manager?
    ▪ Are you ever unable to incorporate your child(ren)’s extra-curricular activities into your work schedule?
      ▪ **If so,** why?

 o **Can you briefly describe your usual routine during the weekend?**
  o At what time do you and your wife/partner get up? How does the day go (get details of childcare, housework, leisure activities, father-child time, father’s recreation time)? (How does the weekly routine differ at the weekends?)

 o **When the child(ren) have time off school** (e.g. mid-term break), can you tell me about any arrangements that need to be made to care for them.

 o **When you have time off work**, how do you allocate your time between the child(ren), housework and leisure time with your partner?
  o Do you think that it is important to have time for yourself?
    ▪ **If so,** do you ever take time for yourself for your own leisure when you have time off work? Do you allocate time to yourself for leisure during a typical working week?

**- AVAILABILITY**

 o Does your job affect your availability for your family? And for childcare and housework?
   ▪ **If so,** how?

 o Does your family affect your availability for your job?
   ▪ **If so,** how?

 o Does your partner/wife’s job affect their availability for family, childcare, housework?
   ▪ **If so,** how?

 o Do you feel that your involvement with your family takes away from time that you would like to spend at work?
- **FATHERHOOD**
  - Can you tell me about an instance where you thought someone at work seemed to have their priorities, as a father, wrong?
  - How comfortable do you feel about asking for support or flexibility from management to be with your family?
  - How do you feel about the way in which your time is allocated between your work, your wife/partner and your children at the moment? Is there any area that you would like to allocate more time to?

5. **Gender Roles**
   - **ROLES**
     - How would you describe the ideal role of fathers?
     - How would you describe the ideal role of mothers?
   - **HOUSEHOLD**
     - How do you and your wife/partner divide the chores in the home?
     - In your opinion, how equal is the division of housework in your home?
     - Do you feel that any pressure you may feel in work effects your involvement in running the home?
       - If so, in what way?
   - **WORK/FAMILY**
     - In your opinion, how important is equality between fathers and mothers in working to provide for the family?
     - (If both parents work) If a single salary was adequate to cater for your domestic overheads, would you prefer that either you or your wife/partner was a full-time parent?
     - How would you feel about being a full-time stay-at-home dad? Can you provide a description of the work you feel is entailed?

6. **Becoming a father**
   - **FIRST CHILD**
     - When your first child was born, how did you take to the role of being a first time father?
       - If it was your wife/partner's first child, how do you feel your partner took to the role of being a first time mother?
   - **FATHER’S PARENTS**
     - Do you feel that you are a different kind of father from your own father? In what way?
       (Was he available, involved, caring, supportive, absent, authoritarian…?)
     - (If applicable) Did your parents share childcare and housework?
     - What did your father do for a living? And your mother?
     - What is the highest level of education your father completed? And you mother?
     - Did you learn how to do housework or care for children during your youth?
       - If so, can you tell me about it?
- **SELF APPRAISAL**
  - Do you think becoming a father has changed you as a person? How?
  - How would you describe yourself as a father?
  - When you think about being a good father, what does it mean for you to be a good father?
    - What, if anything, are the perceived barriers to being this kind of father?
  - What are the best aspects of being a father?
  - What are the most difficult aspects about being a father?
  - Can you tell me about a time that you felt like you were struggling with fatherhood?
    - (Find out how the situation was amended, if applicable)
    - How typical is it for you to feel this way?

- **INFLUENCE**
  - Is there anyone who helped you learn to be a father?
  - Is there anyone you see as a parenting role model?
    - **If so**, please describe that person.
    - **If not**, why not?
  - Do you think that your wife/partner, parents, or anyone else has an influence on the father you are? Why?

- **WORK**
  - How did becoming a father change your relation to paid work?

- **ON CHILDREN**
  - What advice would you give to a co-worker if they were becoming a father for the first time?
  - Is there any advice that you wish you had been given?
    - **If so**, what advice would that be?
  - Would you like to have more children? Why/why not?

7. **Opinions on Leave**
   - **DESCRIPTION OF LEAVE**
     - When your (last/first) child was born, how many days leave did you take, if any, and when did you take them?
       - What was the breakdown of leave between Parental, Paternal and Annual?
     - How many of these days were paid?
     - Did you take other non-paid days or holidays?
     - How much leave did your wife/partner take?
     - How much leave did you take while your partner was on leave? Did you take any leave alone by yourself?
     - At the time, what aspects weighed most regarding the decision to take leave together? (And, if appropriate,) What aspects weighed most while deciding to take leave by yourself?
At your workplace, what point, and with whom, did you discuss taking leave? Did they outline different scenarios with you? Was it easy or difficult to negotiate? Were there any difficulties in requesting the leave? Did you feel any pressure for not taking the leave?

How did you know about your leave rights? Where did you get the information?

(If appropriate) Were there any changes to the amount of leave you/your wife/partner took for subsequent children?

Did you ever use annual leave for the purposes of parenting?

PERCEPTIONS OF LEAVE

What was the reaction of your friends when taking leave?

What was the reaction of your co-workers when taking leave?

USE OF LEAVE

How was your experience as a father in the first days after the birth of your first child?

Did you change this for your subsequent children?

- If so, how?

How did you and your wife/partner handle caring? Who did what (watch over, comforting, bathing, dressing, nappies, putting to bed, getting up at night, going to the doctor...?)

How did you negotiate this caring? Did you take turns, divide the chores or do it together?

What were the most difficult tasks for you?

How was the housework divided between you and your wife/partner during the period after the birth of the child?

Were there any disagreements regarding childcare or housework?

- If so, what were they?

Did you get any help (paid housekeeper, parents, in-laws...)?

FOR FATHERS THAT TOOK AT LEAST ONE MONTH OF LEAVE (with a child 5 years or under)

Did you spend time alone with the child?

- If so, how was it?

Were you or your wife/partner ever concerned about you staying home alone with the child?

Was this experience different to when you spent time with the baby with your wife/partner?

What did you find to be the greatest challenges? What were the greatest pleasures?

What lessons did you take from this?

Do you think that your time alone with the baby gave you the opportunity to develop a special bond with the baby?

- If so, in what way?

What do you think are the main advantages and disadvantages of fathers being alone with the baby?

When you were alone with the child, did you receive any support? Did you take time for yourself for leisure activities?
- Did you take time for yourself for leisure activities?
  o Do you think that the amount of time you took for leave has had any impact on your relationship with your child today?
  o Do you think that the amount of time you took for leave changed you as a man, as a partner/spouse or as a father? Why?
  o (If appropriate) Were there any changes to the amount of leave you took for subsequent children?
    ▪ If so, what were they?

- FINISHING LEAVE
  o What was the attitude of your boss/manager when you went back to work after being on leave? And your co-workers?
  o Did you miss being with your child?
  o Did you find that going back to work was a relief?
  o What childcare arrangements did you put in place (childcare centre, nanny, relatives…), and why? Do you think that this had an impact on your relationship with your child?
  o How did you balance family/work life? Has this changed?

- OPINION ON LEAVE
  o What is your opinion on the current parental/maternity/paternity leave provisions available to parents in Ireland?
  o Are there any special measures that you think the state should introduce for fathers?
  o Mothers are entitled 26 weeks paid leave and 14 weeks unpaid leave as maternity leave. Do you think fathers should be entitled to a paternity leave?
    ▪ If so, of what duration? Paid or unpaid? Why?

- FINALLY
  o If you were to have another child, would you do anything differently? Why?
  o What is the highest level of education you completed?
  o What is the highest level of education your wife/partner completed?
  o ESB have a positive parenting programme. Are you aware of this?
    ▪ Have you ever attended any of the related seminars or availed of any of their information?
    ▪ Do you know of any of your male co-workers who have?
    ▪ Would you like to see a fathers-only seminar for dads?
    ▪ Are you aware of the Employment Assistance Programme?
    ▪ Are you aware of any other Supports and Services offered by ESB, and who to go to if you have personal or work problems?
  o What age category do you fall into from the following:
    ▪ Under 30
    ▪ 31 to 35
    ▪ 36 to 40
    ▪ 41 to 45
    ▪ 46 to 50
    ▪ 51 to 55
    ▪ 56 to 60
    ▪ Over 60 years
APPENDIX G: PROFILE OF PARTICIPANTS

Andrew

Andrew is the father of a nine month old boy, and is aged 31 to 35 years. He is in a managerial role. His partner works one day a week and is the owner of her business. Andrew belongs to the Male Appropriation pattern as he shoulders the majority of the breadwinning role and contributes equally to domestic and childcare tasks. Andrew and his partner do not avail of childcare services.

Brendan

Brendan is the father of a two-and-a-half year old girl and a nine month old boy. He is aged 31 to 35 years, and is in a technical role. His wife is not in employment. He places great emphasis on attending to the needs of his family and maintaining a happy relationship with his partner, and prioritises his family above his job in order to do so. He belongs to the Cooperative Partner pattern.

Brian

Brian, aged 36 to 40, is the father of a fourteen month old girl. He is in a managerial role, and his wife also works full-time in a senior role. Housework is delegated to a cleaner, and his daughter attends crèche five days during the working week. Household and childcare tasks are divided equally, and neither partner wishes to leave their career to become a full-time stay-at-home parent. Brian belongs to the Equal Partner pattern.

Carl

Carl has two girls aged three and five years. Carl is aged 46 to 50 years and works in a consultancy-based role. His partner works late hours on a full-time basis, and so he adapts his work pattern to suit the needs of his family. His younger daughter attends a crèche. He prioritises his family above work and belongs to the Cooperative Partner pattern.

Cathal

Cathal is aged 36 to 40 and works in a managerial role. He has a twenty-seven month old daughter and a three month old boy. His wife is a full-time stay-at-home mother. He is ambitious in both work and family life, and contributes equally to household and childcare tasks while shouldering the role of the primary breadwinner. He belongs to the Male Appropriation pattern.

Charles

Charles is in a managerial role. He is aged 41 to 45 years, and has two boys (aged 8 years and 2 years, respectively) and two girls (aged 5 years and 10 weeks, respectively). His wife gave up work in 2009 to take on a primary role in household and childcare tasks. His role requires a high level of time commitment, and he says that he couldn’t do his job without the help of his wife. He belongs to the Male Career pattern.
Conor

Conor is the father of a four month old girl and a seven year old girl. He works in a consulting role and is aged 36 to 40 years. His wife is not in employment and so she cares for the younger daughter while the elder daughter attends school. He is ambitious in his career and does not contribute equally to the running of the home. He relies on his wife being at home to support his career development, and so he belongs to the Male Career pattern.

David

David, aged 36 to 40 years, has a twelve month old boy and works in a consultancy-based role. His wife is in full-time employment. David and his wife are equally career-driven and they delegate childcare to their crèche during the working week. As a result, David belongs to the Equal Partner pattern.

Declan

Declan is aged 41 to 45 years and has three boys aged one month, three years and six years respectively. Declan is in a managerial role, and his wife works full-time hours in a senior role. Declan fits into the Equal Partner pattern as he feels that neither career has priority in the home, and he avails of an au pair to assist with household and childcare tasks in order facilitate both his and his partner’s busy work routine.

Evan

Evan works in a product development role, and is the father of a two year old boy. He is aged 31 to 35 years, and his wife works as a solicitor. Because they are both committed to the development of their careers, household tasks are divided equally and their son attends crèche five days a week. Evan is classified in the Equal Partner pattern.

Fergal

Fergal, aged 41 to 45, is the father of a seven year old girl, a three year old boy, and a two year old girl. His wife is not in employment, and he stepped out of a managerial role to a role with less demands in order to facilitate the needs of his family. He prioritises family above his job, and belongs to the Cooperative Partner pattern.

Gary

Gary is aged 36 to 40 years and is the father of a two year old boy. Gary is in a managerial role in ESB. Gary’s wife works full-time hours and contributes equally to the breadwinning duty. Gary’s son attends crèche three days a week to facilitate their work schedule, and delegates the more time-consuming household tasks to a cleaner. Gary belongs to the Equal Partner pattern, as both he and his wife are equally career driven, which is reflected in the equal division of domestic and childcare tasks in their home.
Larry

Larry is aged 31 to 35 years and is the father of a fifteen month old girl. His wife works full-time hours and is the primary breadwinner. He is career driven and is in a consultancy-based role. His daughter attends crèche five days a week. He contributes equally to the running of the home and to childcare, and belongs to the Equal Partner pattern.

Matthew

Matthew is aged 31 to 35 years and is in a managerial role. He is the father of five children, and is expecting his sixth. He has three girls (8, 6 and 5 years respectively) and two boys (4 years, and 20 months respectively). His wife works part-time hours. A nanny is responsible for childcare tasks three days during the working week. Matthew is the primary breadwinner and takes on the more time-consuming household and childcare tasks during the evenings and at weekends. He belongs to the Male Appropriation pattern.

Maurice

Maurice is aged 31 to 35 years. He is not married, but he cohabits with his partner and their 17 month old boy. His girlfriend is in full-time employment to assist with breadwinning duties, but his job takes priority in the family as he provides the greater source of income. He is in a technical role ad works as a means of supporting his family. He contributes equally to housework and childcare tasks, and belongs to the Male Appropriation pattern.

Ray

Ray works in finance in ESB and is aged 36 to 40 years. His wife works in ESB on reduced hours. Their four year old daughter and one year old boy attend crèche five days a week. Ray is career focused and relies on his wife to complete the majority of household and childcare tasks, and so he belongs to the Male Career pattern.

Sean

Sean is aged 41 to 45 years. He has a seven year old boy and a two year old girl. He is in a managerial role, and his wife works reduced hours in ESB. He relies on a relative to assist with childcare tasks during the week. Sean is traditional in his lack of contribution to household tasks and focuses on support through breadwinning. He is rarely present at home, and invests first and foremost in the development of his career. He belongs to the Male Provider pattern.
APPENDIX H: PARTICIPANT ANALYSIS

TABLE H.1 – Participants’ Characteristics

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Age</th>
<th>Children</th>
<th>Contribution</th>
<th>Partner's work week</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td>31-35</td>
<td>1</td>
<td>40%</td>
<td>9am to 5pm, 2 days</td>
<td>Male Appropriation</td>
</tr>
<tr>
<td>Brendan</td>
<td>31-35</td>
<td>2</td>
<td>50%</td>
<td>not employed</td>
<td>Cooperative Partner</td>
</tr>
<tr>
<td>Brian</td>
<td>36-40</td>
<td>1</td>
<td>40%</td>
<td>8.30am to 5pm, 5 days</td>
<td>Equal Partner</td>
</tr>
<tr>
<td>Carl</td>
<td>46-50</td>
<td>2</td>
<td>50%</td>
<td>12pm to 8pm, 5 days</td>
<td>Cooperative Partner</td>
</tr>
<tr>
<td>Cathal</td>
<td>36-40</td>
<td>2</td>
<td>50%</td>
<td>not employed</td>
<td>Male Appropriation</td>
</tr>
<tr>
<td>Charlie</td>
<td>41-45</td>
<td>4</td>
<td>35%</td>
<td>not employed</td>
<td>Male Career</td>
</tr>
<tr>
<td>Conor</td>
<td>36-40</td>
<td>2</td>
<td>30%</td>
<td>not employed</td>
<td>Male Career</td>
</tr>
<tr>
<td>David</td>
<td>36-40</td>
<td>1</td>
<td>40%</td>
<td>9am to 5pm, 4 days</td>
<td>Equal Partner</td>
</tr>
<tr>
<td>Declan</td>
<td>41-45</td>
<td>3</td>
<td>40%</td>
<td>8am to 5pm, 5 days</td>
<td>Equal Partner</td>
</tr>
<tr>
<td>Evan</td>
<td>31-35</td>
<td>1</td>
<td>50%</td>
<td>9am to 6pm, 5 days</td>
<td>Equal Partner</td>
</tr>
<tr>
<td>Fergal</td>
<td>41-45</td>
<td>3</td>
<td>10%</td>
<td>not employed</td>
<td>Cooperative Partner</td>
</tr>
<tr>
<td>Gary</td>
<td>36-40</td>
<td>2</td>
<td>50%</td>
<td>9am to 6pm, 5 days</td>
<td>Equal Partner</td>
</tr>
<tr>
<td>Larry</td>
<td>31-35</td>
<td>1</td>
<td>50%</td>
<td>9am to 5pm, 4 days</td>
<td>Equal Partner</td>
</tr>
<tr>
<td>Matthew</td>
<td>31-35</td>
<td>5</td>
<td>50%</td>
<td>9am to 5pm, 3 days</td>
<td>Male Appropriation</td>
</tr>
<tr>
<td>Maurice</td>
<td>31-35</td>
<td>1</td>
<td>50%</td>
<td>9am to 4pm, 5 days</td>
<td>Male Appropriation</td>
</tr>
<tr>
<td>Ray</td>
<td>36-40</td>
<td>2</td>
<td>30%</td>
<td>8.30am to 1pm, 5 days</td>
<td>Male Career</td>
</tr>
<tr>
<td>Sean</td>
<td>41-45</td>
<td>2</td>
<td>20%</td>
<td>8.30am to 5pm, 3 days</td>
<td>Male Provider</td>
</tr>
</tbody>
</table>

- ‘Children’ refers to the number of children the participant has.
- ‘Contribution’ refers to the percentage of housework completed by the participant, with the remainder being completed by the participant’s partner.
- ‘Partner’s work week’ details the working hours of the participants’ partners, and specifies the amount of days per week she works.
- ‘Pattern’ refers to the pattern that the participant belongs to.
TABLE H.2 – Breakdown of Leave Take-Up

<table>
<thead>
<tr>
<th>Leave Type</th>
<th>Duration</th>
<th>No. Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paternity Leave:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid</td>
<td>5 Days</td>
<td>17 (100%)</td>
</tr>
<tr>
<td>Unpaid</td>
<td>5 Days</td>
<td>2 (12%)</td>
</tr>
<tr>
<td>Annual Leave:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Days</td>
<td>7 (41%)</td>
</tr>
<tr>
<td></td>
<td>6-9 Days</td>
<td>3 (18%)</td>
</tr>
<tr>
<td></td>
<td>10 Days</td>
<td>3 (18%)</td>
</tr>
<tr>
<td></td>
<td>15 Days</td>
<td>4 (24%)</td>
</tr>
</tbody>
</table>

TABLE H.3 – Breakdown of Demand for Paternity Leave

<table>
<thead>
<tr>
<th>Duration</th>
<th>No. Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>6</td>
</tr>
<tr>
<td>2 weeks</td>
<td>7</td>
</tr>
<tr>
<td>3 weeks</td>
<td>1</td>
</tr>
<tr>
<td>4+ weeks</td>
<td>2</td>
</tr>
</tbody>
</table>
REFERENCES


