

FATHERS AND YOUNG-ADULT CHILDREN:
FACTORS AFFECTING RELATIONSHIP STRENGTH

by

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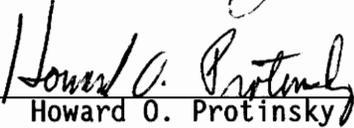
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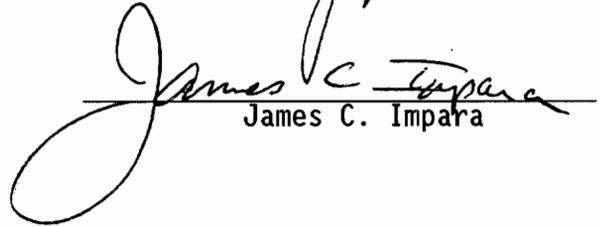
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Family and Child Development

(Abstract)

Until recently, most parent-child research has focused on the mother-child dyad or the father-infant or young child relationship. The present study investigated strengths of the father-young adult relationship with respect to the following variables: individuation, intimacy, intimidation, age, marital status, gender and birth order. College students at a large mid-Atlantic university and their fathers completed instruments regarding the above aspects of their relationship. The instruments administered were the

Personal Authority in the Family System Questionnaire (PAFS-Q) and the Family Assessment Measure (FAM-III). Correlation, analysis of variance, and step-wise multiple regression were used for statistical analysis. Results indicated that fathers and young-adult children had significantly different perceptions of the dyadic relationship strength. There was a strong relationship between intergenerational individuation and intimacy with relationship strength. Birth order proved to be a significant factor in the assessment of intimacy, intimidation and relationship strength. Individuation and intimacy were the only variables that explained a significant percentage of variance in dyadic relationship strength. Explanations for the findings, therapeutic implications, and suggestions for future research were explored.

DEDICATION

This Doctoral dissertation has been dedicated
to the memory of my mother,

Laura Josephine Washle
and friend,
Matthew Moffitt.

Both left indelible memories
which nothing, including time,
shall fade.

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Finally, to my bride, Karen Jeanne. Your years of unconditional love, unwavering faith, and untiring support have been my constant beacon when the burden seemed unbearable. This doctorate is truly your accomplishment.

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Chapter I

Introduction

For numerous social, clinical and economic reasons, great interest in the study of father-child relationships has emerged. Much of this interest has focused on father-infant interaction, father absence/participation, sex role identification, and nurturance (Barclay, 1980; Booth & Edwards, 1980; Bradley, 1985; Martin, 1985; Weinraub, 1984). Comparatively little research has taken place with concern of father and late-adolescent or young-adult sons and daughters (the time period often associated with the launching of the son or daughter from the family out into society). In particular, there is little accumulated empirical knowledge of the father-child relationship when the child is of college age (Anderson & Fleming, 1986; Moore & Hotch, 1983). The research question under study was the status of the father-child relationship when sons/daughters are in late-adolescence or early adulthood measured by relationship strength of the dyad.

From a historical and theoretical perspective, the emphasis on parenting has traditionally been placed on the mother-child relationship, especially when the child is young. The father's contribution has been seen in relation to the mother-infant bond in that he can facilitate or

detract from the bond. For example, in Mahler's theory of child development (Mahler, Pine, & Bergman, 1975), the father is not important until he is needed to facilitate separation-individuation of the mother-child unit. However, more recent developmental research shows a shift in emphasis from a preoccupation with the mother-infant unit toward a recognition of the father in the family system (Hanson, 1985; Lamb & Lamb, 1976; Parke & Sawin, 1976).

There have been several historical and societal changes that have contributed to the interest in studying the father as a parent in the family system. Two that have probably had the most profound impact were the entrance of women into the workplace, and the increase in divorce, both of which are somewhat related (Cath, Gurwitt, & Ross, 1982; Hanson, 1985). With these changes in particular, the vast gulf between the experience of men and women began to close. The entrance of women in the workplace and increase in divorce has served for many men to expand the experience of fatherhood and alter the roles they hold with their children (Fein, 1978).

Role expectations for fathers have also undergone great change. The predominant image of the father role in the "traditional perspective" is one of aloofness and distance. A father showed care for his children primarily

by succeeding in the occupational arena (Biller, 1971). Some writings suggest however, that men are now reporting greater psychological involvement with their families than with their jobs (Campbell, Converse, & Rodger, 1976; Fogarty, Rapoport, & Rapoport, 1971; Glenn & Weaver, 1981; Osherson, 1986), and father involvement and participation in their children's lives has reached a new high (Fein, 1978; Hanson, 1985; Lamb, 1976, 1979).

With these recent changes in society, men are expected to assume new roles in relationship to their children and families. Men are offered much greater opportunity to father than they had in the past. As mothers have experienced the benefits of moving from the house to the workplace, so have many fathers benefited in the rediscovery of the family and the home. This emergence of the fathering role has naturally brought attention to various areas of the father-child relationship. Recent literature reflects the importance and power of the relationship between father and son or daughter. With sons, fathers are more of a role model and guide (Lambert, Hamers, & Frasure-Smith, 1979); fathers identify more closely with their sons (Radin & Goldsmith, 1983); and nurturing a son becomes more important for the father as the boy moves toward maturity (Bradley, 1985). This is supposedly due to the aspirations that

fathers intimately tie to their male children. These aspirations and power of the father-son relationship carries over into the son's career choice and success. A 1976 study by Mortimer concluded that the combination of a prestigious paternal role model and a close father-son relationship engenders the most effective transmission of vocational values and the clearest impact on a son's occupation.

Several early studies have concluded that fathers are more concerned than mothers about the establishment of sex-appropriate behavior in their daughters and sons, and that sex-stereotyping begins earlier and with greater intensity with sons than with daughters (Bronfenbrenner, 1961; Brown, 1956, 1958; Cava & Rausch, 1952; Goodenough, 1957). More recent data is helping to clarify the father's role in adolescent socialization and sex role orientation. In general, fathers show more concern over sex role choices of their sons than their daughters (Martin, 1985; Osherson, 1986; Reuter & Biller, 1973; Russell, 1982). However, many fathers still believe that strong discipline and pressure to achieve will produce "masculine" sons. The average father is unaware that there exists a positive relationship between paternal nurturance, warmth, affection, and attention with enhanced masculinity in adolescent males and femininity in females (Bozett, 1985; Martin).

It has been known for some time that the quality of the father-child relationship is an important factor in adolescent development and identification (Barclay, 1980). In addition, the similarity of father and adolescent daughter or son personality characteristics has been correlated positively with the adolescent's perception of the father as an affectionate and rewarding person (Lambert, et al., 1979).

The aforementioned are all important research findings, as they help provide a basis for the framework of the father-child relationship when the son or daughter is in mid-adolescence or younger. Empirical studies of the father-child relationship when the son or daughter is in late adolescence/young adulthood are beginning to reveal differing perspectives of this dyad. It is during this late adolescence to early adulthood age that the daughter/son is usually being "launched" from the protective nest of home. Two varying facilitations of the adolescent's launching from home are marriage and attending college. These times can be characterized by a paradoxical conflict as both father and adolescent struggle with their individual developmental phases, i.e., change/don't change; leave home/don't leave. The important developmental task of the adolescent is the establishment of a self identity. As the adolescent

struggles with his/her emerging identity, the father struggles with the nagging questions of midlife reassessment and pressure of establishing or reassessing himself in a career (Martin, 1985). Fathers, at this time of their adolescent's search for identity, may become intensely involved in his/her choice of friends, schools and course work, and occupation (Farrel & Rosenberg, 1981). As both adolescent and middle-age father search for identity, their development needs may clash. While the tasks of one is to gain autonomy and independence, for the other it is to learn to give up control and authority (Golan, 1981).

Sometimes disengagement occurs simultaneously for the father and his daughter or son. As the adolescent disengages from the family system and reaches out to peers, the father may also disengage from the adolescent. This decrease in mutual involvement may create conflict (Farrell & Rosenberg, 1981). Such conflict between fathers and adolescents who are being launched may also be construed as a sign of interdependence between the father and his adolescent child. In this light, fathers who are most involved in conflict may be the ones who have the greatest interdependence with their adolescent. Although the conflict itself may be quite upsetting, its very presence could suggest the existence of a vital father-child

relationship. A father may fear that without conflict there would be no relationship at all (Roberts & Zuengler, 1985).

Theoretical Rationale

This study was designed to explore the relationship between fathers and sons and daughters, and the relationship was assessed from both perspectives. Much of the empirical data regarding the quality of the father and young-adult relationship has been based only on the young-adult's perceptions. This study provides information about the dyad from both father and child perspectives by viewing the intergenerational functioning for fusion-individuation and strength.

Bowen's (1978) theory of differentiation (also referred to as individuation) of self and fusion helps describe the intergenerational patterns of functioning. Individuation is described by Kerr (1988) as an instinctually rooted life force that propels each person to grow to be an emotionally separate person, with the ability to think, feel, and act for oneself. It characterizes each member's relative degree of emotional autonomy and independence from others in the system. Karpel (1976) described individuation as "the increasing definition of an *I* within a *We*" (p. 72). This process in which a person

becomes increasingly differentiated is primarily in the relational contexts of one's family of origin and nuclear family. Carter (1988) suggests that the degree of differentiation a father has achieved in his family of origin will influence the strength of the bond between his daughters or sons.

Individuation/differentiation is often viewed on a continuum with fusion. Fusion is a spontaneous and automatic emotional response in a relationship between two or more people. It refers to the tendency of one person to become so emotionally attached to another that his/her own sense of self and boundaries become dependent (fused) on the other. The individual loses his/her distinctive attributes, blurring their intellectual (cognitive) and emotional boundaries.

With a high level of fusion, an individual finds difficulty in emotionally separating or differentiating from the relational system. Although it may be considered positive by those involved, the side effects may be negative (Bowen, 1978). A relationship may be viewed as strong or close within the family, yet this may only reflect a relationship which differentiation has yet to occur. If the relationship is highly fused, an individual may perceive the

relationship as so strong that they would not wish to do anything to create or precipitate healthy separation.

Individuation and fusion may be viewed as an unending dialectical dynamic in human relationships. If either aspect is denied in one relational context, it will resurface in another (Williamson, 1982). To facilitate the individuation process, Bowen (1978) recommends that individuals move out of the emotional field in the family of origin by adapting a more objective stance, and become something of a research observer of their family system. Williamson labels this process as "personal authority". He defines it as a stage in the family life cycle achieved via termination of the intergenerational hierarchical boundary. This "establishes a relationship of peerhood with one's mother and father, thereby experiencing one's own authority in intergenerational patterns of behavior, and producing more basic self by regaining more from the previous generation" (p. 309).

Intergenerational intimacy includes the relational intimacy within the family of origin and intimacy with peers. It means knowing the individual person and the private meanings of the inner life experiences of each parent (Bray, Williamson, & Malone, 1984). It is a voluntary closeness with distinct boundaries to the self

(Williamson, 1981). Closeness without voluntariness or boundaries is synonymous with fusion and therefore is not in the same domain as intimacy. Intimacy is comprised of four components: trust, love-fondness, self-disclosure, and commitment (Larzelere & Houston, 1980; Peplau, 1982). It includes reconnection and belongingness to the family of origin, while simultaneously acting from a differentiated position within the family of origin (Bray et al.).

Intergenerational intimidation is the degree of personal intimidation experienced by an individual in relation to his/her parents (Bray et al., 1984). It is a reaction to the primitive fear of parental rejection or "being invaded and occupied by the parental spirit" (Williamson, 1981, p. 442).

McCollum (1988) noted that sons he interviewed reported a connection between feelings of fear and intimidation from their fathers and how positive the sons viewed the relationship strength. To the extent a son felt anger or intimidation from his father, the greater the sense of isolation and distance in the relationship.

The degree of differentiation or personal authority that individuals achieve from their families of origin differs significantly. Two influential variables are: the degree to which an individual's parents achieved emotional

separation from their families of origin, and the characteristics of the individual's relationship with his parents, siblings, and other important relatives (Kerr, 1988). Additionally, Bowen (1978) says, "we marry spouses with equal levels of differentiation. The life style of a spouse at another level would be sufficiently different that he/she would consider himself/herself emotionally incompatible. The marriage is a functioning partner" (p. 11). It is assumed from Bowen's theory that relationships which are differentiated are considered to be healthy and those which are fused are considered problematic (Somers, 1988).

The research questions examined several independent variables and to what extent they were related to and explained the variance in the perceived relationship strength of fathers and adolescents. The first variable examined in this study was the assessment of individuation/fusion for father and child and, what was its relationship with the strength of the dyadic relationship (Question One).

In addition to family differentiation and personal authority, there are other factors regarding ways families function which indicate relational strength (Somers, 1988). Skinner, Steinhauer, and Santa-Barbara (1983) discussed

family strength in the frame of task accomplishment. "The overriding goal of the family is the successful achievement of a variety of basic developmental and crisis tasks. Each task places demands that the family must organize itself to meet. It is through the process of task accomplishment that the family attains, or fails to achieve, objectives central to its life as a group. These functions include allowing the continued development of all family members, providing reasonable security, foster true belonging or membership, ensuring sufficient cohesion to maintain the family as a unit, and functioning effectively as part of the society" (p. 93). Skinner and his colleagues also maintain to accomplish these tasks the following are necessary: (1) specific roles must be performed, (2) assignments made, and (3) acceptance and enactment of the tasks. Other signs of relationship strength include mutual understanding and affective expression. Additionally, affective involvement is necessary for communication. This refers to the degree and quality of family members' interest in one another, feelings of inclusion and closeness, and the ability to meet the emotional and security needs of each other.

Skinner, Steinhauer, and Santa-Barbara (1983) have noted cohesion, affective expression, involvement, inclusion, and closeness are all factors affecting

relationship strength. Bray (1984) and Williamson (1981) defined intergenerational intimacy as including recognition and belongingness to the family and voluntary closeness. McCollum (1988) found feelings of fear and intimidation as influencing views of the father-son relationship strength. Based on this findings and definitions, father and child scores on the intergenerational intimacy and intimidation scales (variables two and three) were assessed to determine the relationship with the strength of the dyadic relationship. The purpose was to determine the relationship between having an intimate or intimidated relationship and also having a relationship which is strong (Questions Two and Three).

Haley (1973) and Pittman (1987) have suggested that dysfunctional patterns of family behavior occur mostly at transition points in the family life cycle, when the normal processes of separation and disengagement between the generations are being denied or derailed. This is most evident in families with young people beginning to leave home in their late teens and early twenties. Somers (1988) conducted a similar study with fathers and high school age daughters on their level of individuation and relationship strength. Her findings revealed no significant differences in the father-daughter dyad. This may be accounted for by

the fact that the daughters had not experienced physical separation from the household, or a significant life event often associated with leaving home (attending college). For this reason, college students made up the sample to assess the relationship between age, marital status, and gender of the student with the strength of the relationship (Questions Four, Five and Six). Toman, Adler, Bowen, Hoopes and Harper believe that the birth order is an important influence on the way persons interact with one another. Toman (1972) says birth order may be looked upon as determining roles that a person has learned to take in the family. The roles tend to be assumed in situations even beyond the family of origin. These roles may be modified but, "the most elementary of a person's social behavior preferences, interests, and attitudes are often retained. They may appear on the surface, but if one looks out for the way in which a person actually arranges his life, what he does from day to day, how he shapes his relationships with acquaintances and colleagues, with friends, lovers, spouses, with parents, and with his own children, what he does if given the choice, and under what conditions he feels relatively most comfortable and content, his original characteristics and social preferences can usually be clearly distinguished" (p. 144).

Ansbacher and Ansbacher (1956) discuss Adler's concepts of birth order position as follows: "It is common fallacy to imagine that children of the same family are formed in the same environment. Of course there is much which is the same for all children in the same home, but the psychological situation of each child is individual and differs from that of others, because of the order of their succession" (p. 376).

Bowen also refers to the way people are affected by certain sibling positions and distributions. "One's functioning sibling position in one's family of origin is considered a major determining influence on one's vulnerability to family projection and multigenerational transmission. Functioning sibling position strongly influences the probability of becoming emotionally trapped in a family" (Hall, 1981, p. 112). Bowen contends that the data on the sibling position of parents are fairly reliable indicators of how a family may adapt itself to life and to emotional forces in the extended family.

Hoopes and Harper (1987) contend that the expressions of identity, sense of well-being, and intimacy in relationships are influenced by the themes, images and boundaries of the family of origin. The manner in which one responds to the themes, images and boundaries is in large

part determined by their birth order or sibling position. Hoopes and Harper maintain that individuals can be distinguished into four sibling positions, each of which are, "assigned separate, unique, permanent, family system roles when they are born into the family" (1987, p. 25). A part of the system that greets each new sibling are multigenerational transmissions, thus becoming part of the context that shapes the role assignments given to that sibling. Each sibling position will respond accordingly and form differing interaction and relation patterns with family members.

There has been significant controversy around the impact and appropriateness of birth order research. According to Ernst and Augst (1983), there has been a lack of research focus on interactional function or role assignments which evolve in developmental processes of the family. They contend birth order research has been methodologically inadequate and has contributed to mythology of sibling effects. Several other factors have played major roles in poor birth order research, for example: lack of carefully formulated research design, biased sampling and inadequate demographic controls, measurement inaccuracies, the absence of well developed theoretical base (inconsistent and ambiguous definitions) and an overabundance of variables

(Jordan, Whiteside, & Maynaster, 1982). Additionally, most of the traditional approaches to studying birth order (Adler) would group second, third and fourth born orders together. If they studied anything other than first borns, the grouping allowed only for ambiguous descriptions for other sibling positions (Suttonsmith, 1982). Because of inconsistencies of applying birth order in traditional manners, the most current theories of birth order within the context of the family system (Hoopes & Harper, 1987), will be used for this study.

Based on the views that birth order contributes to how a person, "shapes his relationships...with parents, and with his own children" (Toman, 1972, p. 144); "is a major determining influence on one's vulnerability to family projection and multigenerational transmission" (Hall, 1981, p. 112); and influences expressions of identity, sense of well-being, and intimacy in relationships (Hoopes & Harper, 1987), that birth order of the father and child was incorporated as a variable in study. Research questions seven and eight examine the relationship of fathers' and children's birth order with the dyadic relationship strength.

There is general acceptance of the theory that differentiation of self is important for healthy relationships (Hall, 1981; Kerr, 1988; Wright, 1985). It is

also generally accepted that the father's influence is very important to the healthy functioning of sons and daughters (Bradley, 1985; Cath et al., 1982; Lamb, 1976). Some areas which have not been studied previously are the individuation/fusion of the father and college-age child dyad, and the perception of the strength of this relationship. This research focuses on the age and time when the son and daughter would be in college and may be expected to leave the home.

Purpose

The purpose of this study was to investigate strengths of the father-young adult relationship with respect to individuation/fusion, and other variables. The specific areas of strengths studied were: affective expression, communication, involvement, role performance, control and values and norms. The research problem was: what is the relationship and to what extent can variance in relationship strength of the father-young adult relationship be explained from scores on individuation/fusion, intimacy, and other variables.

The specific research questions were as follows:

- 1) What is the relationship for fathers and children between scores on intergenerational individuation/fusion and scores on the strength of the dyadic relationship?
- 2) What is the relationship for fathers and children between scores on intergenerational intimacy and scores on the strength of the dyadic relationship?
- 3) What is the relationship for fathers and children between scores on intergenerational intimidation and scores on the strength of the dyadic relationship?
- 4) What is the relationship between sons' and daughters' age and scores on the strength of the dyadic relationship?
- 5) What is the relationship between sons' and daughters' marital status and scores on the strength of the dyadic relationship?
- 6) What is the relationship between child's gender and scores on the strength of the dyadic relationship?
- 7) What is the relationship between father's birth order and the following variables for father and child: the strength of the dyadic relationship, intergenerational individuation/fusion, intimacy, and intimidation?
- 8) What is the relationship between child's birth order and the following variables for father and child: the strength

of the dyadic relationship, intergenerational individuation/fusion, intimacy, and intimidation?

9) To what extent do scores on intergenerational individuation/fusion, intimacy, intimidation, child's age, child's marital status, and child's gender together explain the variance in the fathers' scores and child's scores on the strength of the dyadic relationship?

Chapter II

LITERATURE REVIEW

The majority of empirical research about fathers and their children has involved sons and daughters at infancy and preschool years or in later adulthood. There is minimal research on the effect of fathers' involvement with adolescent/early adult. With the majority of the literature emphasizing the importance of the mother-child relationship, the father's contribution to his children's development has been considered more in its absence than its presence (Reuter & Biller, 1973; Weinraub, 1984).

Father - Adolescent Relationship

The relationship between father and adolescent may differ according to the sex of the child. In 1961, ✓Bronfenbrenner studied father's behavior toward sons versus daughters. The findings indicated that adolescent daughters received more affection, praise, and attention, whereas adolescent sons were subjected to more pressure and greater discipline. Pressures from fathers directed at sons may be different in nature from those directed at daughters. For example, the issues between fathers and sons may reflect the father's more than the son's identity choices, including decisions about occupation, marriage, and friends (Roberts &

Zuengler, 1985). Radin and Goldsmith state that the best explanations of the sex differences in fathers' behavior may be that fathers identify more closely with their sons as they grow to the ages of 7 to 9 from the preschool years. This preferential treatment of sons over daughters was observed in an investigation of eight-year-old Australian children. In that study, fathers responded significantly more frequently with sons than daughters, were more likely to respond positively to initiations from sons than from daughters, and initiated more playfulness and affection with sons than daughters. They also tended to allow sons more autonomy (Russell, 1982).

In a study conducted by Montemayor (1982), he found that adolescent males show higher levels of both conflict duration and intensity with fathers while adolescent females show higher levels with mothers. There was very little conflict between adolescent daughters and fathers. Thus, Montemayor concluded that conflict duration and intensity appear to follow traditional sex role expectations. The central theme of the conflict between parents and adolescents was adult control of adolescent behavior. McDonald (1982) found that it was only the economic dimension in which fathers are seen as having considerable power over adolescents' behavior. In this study fathers had

control of family economic resources, decision making, and rewards and punishments.

A variety of sexual issues, both internal and external to the father-child relationship, help to fashion the differing relationships between father and son versus father and daughter. Psychiatric literature stresses the importance of a "balanced" father-daughter relationship that is assumed to affect daughter's sexual development in a way not documented with regard to fathers and their sons (Appleton, 1981). Yet fathers have an influence on both their daughters and son's development. In particular, fathers teach both sons and daughters how men can care and love, be tender and strong, and learn to share with others (Roberts & Zuengler, 1985).

Biller (1968, 1971) stated that the quality of the father-son relationship during early childhood is more important in the child's personality development process than the amount of time that they spend interacting with one another. In 1973, Reuter and Biller found that the pattern of high paternal nurturance combined with moderate paternal availability, or high paternal availability combined with moderate to high paternal nurturance is conducive toward positive personality adjustment in males. This may be explained in that sons who have adequate opportunities to

observe a nurturant father will imitate his behavior and develop positive personality characteristics. Cross-cultural studies suggest that the degree of affection a father gives his son is related to the son's behavior, personality, and attitudes (Mussen, Boutourline, Gaddini, & Morante, 1963).

Bozett (1985) stated how the behavior of the same-sex parent is more influential and is significant for the development of the child's sex-role orientation. He held that fathers who are nurturant and who show warm positive affection facilitate heterosexual orientation of both sons and daughters. It is also common for fathers to treat adolescent daughters and sons differently. Even though the father may attempt to nurture both daughters and sons equally, he is usually more concerned with his son's worldly success than he is with his daughter's. Fathers identify less strongly with daughters and experience uncertainty as to how to relate to them as they become women. In a review by Lynn (1983) it was found that the father, in the instrumental function of launching his children into society, is more concerned than the mother with enhancing his son's masculinity and his daughter's femininity.

In 1952, Aberle and Naegele reported that 20 middle-class, largely professional fathers had pronounced gender-

stereotypic expectations, aspirations, worries, etc. for their children. Fathers described their daughters as nice, sweet, pretty, affectionate, and expected them to marry. Sons were viewed as emotionally stable, responsible, athletic, having initiative, and expected to have successful careers. Thirty years later, Intons-Peterson (1985) found that fathers ascribed similar attributes to both sons and daughters: emotionally stable, likeable, attractive, independent, and lovable.

Father - Adolescent Interaction

Historically, males have been expected to fulfill an instrumental role in the paid workforce, to be the breadwinner, rather than fulfill an expressive role within the family. This has been an integral part of male socialization in most Western societies, and indeed the majority of men define their father role in terms of their breadwinner responsibilities (Levine, 1976; Russell, 1982). This role can play an influential role in father-child relations. Many fathers of school-age children feel inadequate in the execution of their father role because they give their child less time, love and care than they think they should. They often feel guilty when occupational demands take precedence over the father role (Heath 1976).

The roles of fathers are rapidly changing, due a great deal to the increase in divorce and the entrance of women into the workplace (Cath, Gurwitt, & Ross, 1982; Hanson, 1985). Some roles are undergoing more transition than others. Most fathers in new roles have few or no role models or reference groups.

Dorothy Martin (1985) described how trends in father-adolescent relationships reflect contemporary change, uncertainty and variety. First, being a successful parent is increasingly important to fathers. In the past fathers have often been important only as a background figure in the family. However, as children move farther into adolescence and are normally rebellious and rejecting, fathers may begin to feel they have failed at this enormously important task. Second, there is a parenting role expectation gap between adolescents and their parents. Adolescents expect more egalitarian child-care roles from their parents. Third, there is evidence of increasing acceptance of androgynous adult roles. However, one of the major difficulties in father-adolescent relations is the role rigidity of fathers. Martin felt if the characteristics required of the contemporary father are androgynous, rigidly sex typed fathers will have difficulty adapting successfully to the parental role. In the father-adolescent relationship, the

development of sex roles has significant research attention (Osofsky & Osofsky, 1972). Fourth, increasing number of fathers choose to begin parenting later in life. Audrey Vanden Heuvel (1988) conducted a study determining influences on parenthood by delaying the birth of children. It was suggested that indirectly, postponement of the father's entry into the role of parenthood was advantageous for relations with his son, but not with his daughter; the intervening variable was parents' marital happiness.

Wright and Keple (1981) studied the relationship intensity and interpersonal rewards of the father-son and father-daughter relationship. They found that the father-son relationship portrayed positive interaction mixed with a considerable amount of conflict. This is in contrast to the noninvolvement that seemed to characterize the father-daughter relationship. "While the father-daughter relationship could not be characterized as "bad" it seemed lacking in personal or emotional involvements" (p. 563).

Lamb, Pleck & Levine (1987) argue against the reasoning that across the board efforts to increase paternal involvement will have positive effects on children. They believe that increased paternal involvement must be viewed and can only be understood in the context of the family, circumstances, values, and the reasons for the increased

paternal involvement. "Families tend to do best when they are able to organize their lives and responsibilities in accordance with their own values and preferences, rather than in accord with a rigid, socially determined pattern. Paternal involvement can have positive consequences for children when this is the arrangement of choice for the family concerned" (p. 109).

Some research suggests that beliefs on father involvement may be questionable. Booth and Edwards (1980) administered two-hour field interviews to 462 parents from a stratified probability sample of Toronto families regarding the interdependent roles of the family system. Their findings indicate that when the amount of time available to spend with children is considered, the father's involvement with his children is equal to that of the mother's. Also, a 1982 study by Montemayor found that male adolescents spend more free time with fathers than mothers, where as female adolescents spend less time with fathers than with mothers. Mackey and Day (1979) studied father-child dyads in terms of interaction in five countries (U.S., Ireland, Spain, Japan, and Mexico). They found that American men do not associate or interact with children much differently than men in other countries. These findings challenge the idea that American

children are particularly deprived of nurturing behaviors from the father figure.

Father Expressiveness

Substantial empirical evidence has accumulated, using a variety of research methods and sample types, to support the concept of the inexpressive male - the idea that males are generally less verbally expressive of emotions than are females. It has been argued that this inexpressiveness may impact the father-adolescent relationship.

Philips (1978) suggested that traditional male socialization is a process which demands that males live up to an ideal concept of masculinity which emphasizes strength, control and rationality, while denying the expressions of feelings, vulnerability, gentleness and sensitivity. This socialization of males inhibits the development of basic characteristics and skills that are important aspects of the ability to engage successfully in intimate and family relationships. He called the inability of many men to become intimate with another human being a "dysfunction of intimacy" that affects them as they attempt to be friends, lovers, husbands and fathers. Society places fathers in a double bind by teaching him to be masculine and inexpressive and at the same time, expect him in intimate

relationships to be affectionate and to express his feelings.

When discussing male inexpressiveness it is important to distinguish between intimacy and sexual behavior. One explanation why many men find it difficult to be intimate with their sons is fear that intimacy will lead to sexual behavior or that others will perceive their behavior as homosexual (Dosser, Balswick & Halverson, 1986). This concern constitutes homophobia or the fear of appearing gay (Weinberg, 1972), which leads some males to make an even greater effort to embody the rigid role prescriptions of the masculine stereotype. Confusion between intimacy and sexual behavior could also be limiting in the father-daughter relationship if physical affection becomes difficult as the daughter matures (Appleton, 1981; Benson, 1968). This discomfort could lead to an inhibition of physical displays of affection and a lessening of intimacy between father and adolescent.

Leaving Home

The longest phase of fathering begins with the children's departure from home and ends with the death of the father or the child. During this period number of important role transitions can occur for both the father and

child (Mederer & Hill, 1983). Although the order and timing of role transitions are important in understanding the father's role in later life, very little research has been conducted on the impact of these changes. Unlike earlier generations, because of extended life expectancy and having children earlier, many more fathers live to see their youngest child grow into adulthood and thus experience the empty nest period (Roberts & Zuengler, 1985).

Maxwell (1976) inquired into the termination of functional fatherhood. He asked fathers at what point they perceived their active fatherhood would end. He found responses evenly divided into two groups: those who see fatherhood as ending concurrently with the onset of adolescent independence, and those who think it never ends. The first group saw the end of childhood dependency, "marked variously by movement away from parental home, financial self-reliance, the legal age of 18, graduation from college, or marriage" (p. 391).

Family difficulties in negotiating the leaving home transition have been associated with adolescents' presenting problems such as schizophrenia (Haley, 1973), college maladjustment (Fleming & Anderson, 1986), substance abuse (Noone & Reddig, 1976; Stanton & Todd, 1982), and suicide (Held & Bellows, 1983). In the family stress literature,

family development transitions such as leaving home have been identified as normal crisis of transition. These transitions are "normal" in the sense that they are experienced by most families with children in our culture (Anderson, 1988).

Recent studies have shown that adolescents and young adults are increasingly likely to leave the parental home and establish a separate residence before marriage, eroding an older life cycle pattern in which most children remain with parents until they formed a new family (Goldecheider & Waite, 1987). This has contributed to role shifts in father-adolescent relationships. The changes in movement out of the home alters the father-child interaction from one that was previously forced by coresidence to one that is now voluntary (Bozett, 1985). As a result the father often becomes less authoritarian and directive, and the child becomes more receptive to the father's suggestions and influence. In his study of fathering across the life cycle, Bozett concludes "fathers spend relatively little time with their children during their children's formative years. It is only when the child becomes an independent adult, and the father is reaching late adulthood that there is the potential for a collegiality between the two to develop" (p. 43).

McGill (1980) believes that men who invest themselves and find their identity in their life as fathers will be prone to the depression that accompanies the children leaving home. During this launching phase, fathers with closely spaced children, many children, children who were born when the father was in his forties, or children who leave the home only to return later, are situations that may differentiate some fathers from others as they make the transition to the empty nest.

As they prepare to leave the paternal home, adolescents seek additional independence, thereby requiring fathers to make corresponding shifts in parental roles. During this period in the adolescent's life, active elements of fathering roles that are more appropriate for younger children are replaced by collegial father-child roles that include mutuality and reciprocity (Rapaport, Rapaport & Strelitz, 1977). Roberts and Zuengler (1985) discussed how by late adolescence the father may need to relinquish authoritative and directive roles as well as extensive monitoring of a child's activities. Initiating activities, sharing experiences and feelings, and negotiating power are a few examples of father-child exchanges that may require modification as adolescents approach launching.

The launching of the adolescent is also a time in the father's life cycle associated with middle age. According to Barclay (1980), the father must attempt to reinforce his adolescent son in his decision-making attempts, independence, and social responsibility. "The father must also come to terms with the possibility of his own increasing dependence on the reinforcement he obtains from his sons, because the process is one that extends from physical and psychological dependence to interdependence" (p. 629). It may be that such psychological interdependence is a continuing bond between sons and fathers.

For fathers who experience unhappiness, Willard Waller's principle of "person of the most interest" (1951) may explain the effect of the empty-nest syndrome. The fathers with the most interest in a relationship with an adolescent are most affected by changes when the adolescent leaves home (Roberts & Zuengler, 1985).

Jung (1954) described two major issues that influence the father's interaction with his adolescent children. Both are influenced by the fact of father's middle age. First, Jung believed middle age is a time of optimum personality development. He believed the middle-age male was free to develop those aspects of his personality that he had previously repressed. Many contemporary theorists agree

that the expressive nurturing side of the male personality blossoms in middle age (Martin, 1985). Second, Jung suggested that in middle-age, males begin the confrontation of their own mortality.

Sy Safransky (1988) writes how when children are younger, they often naively imagine that by leaving home they could leave behind their conflicts with mom and dad. They usually soon discover, however, that these conflicts mysteriously resurface in other relationships. They find that much of their emotional life was shaped by feelings tied to mom and dad. Safransky goes on to point out how all children are wounded in some way by their parents, "not because they were evil, but because they too were wounded, like their parents before them. The pain echoes sorrowfully, from generation to generation (p. 43).

Differentiation/Individuation

From a family system point of view, individuation or differentiation is seen as an important developmental task of adolescence and early adulthood. It is conceived of as a crucial step which a person must take to leave the family of origin before entering into a new family structure. Failing in this task may cause problems for a young adult's future family over its life cycle (Sabatelli & Mazor, 1985).

Sara E. Wright (1985) connects emotional fusion with death anxiety. She uses this connection to explain how family pathology (exhibited as emotional fusion) occurs at major life transitions. This is most evident as the "empty nest" confronts parents with one's own aging. The process is so difficult because, "to differentiate from a family can mean that one may grapple with fear and anxiety about death, groundlessness, aloneness, meaninglessness, suffering, freedom, and absurdity" (p. 36).

In 1986, Fleming and Anderson hypothesized and found that adolescents who perceive themselves as more fused within their families of origin, would be more likely to experience difficulty solving developmental tasks such as college adjustment, and more likely to report low self-esteem, a poor sense of mastery over their environment, and a greater number of health related problems. In 1988, Stephen A. Anderson conducted a study contrasting a group of parents whose adolescent had left home for college with a group whose child commuted to college from home. Reduced parental role stress for both groups following college entrance was significantly related to the quality of parent-adolescent communication (for both mothers and fathers) and the degree of emotional connection (for fathers) present in the family prior to the transition.

Carter (1988) described one variation of the father-daughter relationship when the father is distant. The daughter of an emotionally distant father often feels more warmth towards him than towards her mother, to whom she is actually closer. This can lead to a "Mr. Nice Guy" role for dad and leave the "Bad Guy" role for mother. Carter asserts that "the less clear the communication in the family, the more covert is the father-daughter alliance and the more unclear its basis" (p. 33).

McCollum (1988) reported how when families come to therapy, some men are more aware of their fathers and the impact the father-son relationship has had on them. Other fathers see little or no connection between their present life situation and their relationship with their father. They feel that their fathers would not understand the effects that the father-son relationship (or lack of one) has on their present lives. A common response of the sons is that it is better to just keep their distance. "Beneath the anger runs a deep vein of sadness. Like the anger, this sadness seems to spring from the realization that there has been little relationship between father and son. While anger is built and kept alive on the premise that our fathers were to blame for what went wrong between us, sadness often flows from the notion that there was something wrong with us" (p. 45).

Chapter III

Methodology

Sample

Subjects were male and female college students and their fathers, enrolled in a large undergraduate course in human sexuality, at a mid-Atlantic university. Students were asked to participate in a study exploring the father-child relationship. Only sons and daughters who currently reside with or have maintained continued regular contact with their biological, adoptive, or stepfathers were included in the study. Continued regular contact was defined as the child having maintained at least semi-annual visitation with their father. In order for adoptive or stepfather relationships to be included, the relationship had to be in existence since the son or daughter was 10 years of age. A minimum of 110 father and child dyads were to be obtained for the study.

The fathers were asked to complete a packet of applicable materials which were mailed to their homes. The instruments were number coded to match their child's. Instruments were administered to students in class with a request that the material be completed before leaving and returned to the study coordinator. Participation was completely voluntary. No incentives were provided for

participation in the study. Both fathers and sons or daughters were given a consent form for participation in the study.

The following materials were included in the packet:

- 1) One copy of the Personal Authority in the Family System Questionnaire (Version A for the fathers; Version C for the sons or daughters)
- 2) One copy of the Dyadic Relationship scale of the Family Assessment Measure.
- 3) A family information form.
- 4) An instruction page.
- 5) An informed consent form.

Descriptive Statistics

A total of 500 sons and daughters were initially administered the questionnaires. From that total, 213 were eligible to participate in the study with their fathers. Eligibility, as previously stated, was in part determined by how long the relationship has been intact and how frequent the existing contact between father and child. A total of 153 fathers successfully responded for a 72% return rate. The sample size for this study was 153 matched pairs of fathers with 59 sons and 94 daughters. Subjects were further excluded from the study for the following reasons:

(1) child did not complete demographics pertaining to father, e.g., name and address not provided; (2) child did not record matching code number on demographic page; (3) father did not return questionnaire; (4) father returned questionnaire, but data was incomplete.

A description of the sons and daughters is presented in Table 1. The age ranged from 18 to 28 years with 90.9% falling between 18 and 22 years. The mean age was 20.52 years. Data regarding birth order indicated that 41.2% of the children are first borns; 35.9% second borns; 11.1% third borns; 6.5% fourth borns; and the remaining 5.3% holding birth orders fifth through seventh. According to Hoopes and Harper's (1987) theory, for analysis fifth borns were treated as first borns, sixth as seconds, and sevenths as third born. The sons and daughters marital status indicated that 146 or 99.3% as single and one or 0.7% married. Six respondents did not answer the question. Data from the sons and daughters indicated that 93% were participating with their biological father, 3% with their step-father, and 4% with their adoptive father.

A description of the fathers is presented in Table 2. Ages ranged from 37 years to 66 years with a mean age of 45.1 years. The most frequently reported age was 42 years. The marital status of the participating fathers was 92.2%

TABLE 1

Description of Sons and Daughters

<u>Variables</u>	<u>Total</u>		
	N		%
<u>Gender</u>			
Male	59		38.6
Female	94		61.4
<u>Age</u>		<u>Male</u>	<u>Female</u>
18	6	4	2
19	34	15	19
20	36	14	22
21	48	15	33
22	17	7	10
23	4	2	2
24	3	1	2
25	1	1	0
26	1	0	1
28	1	0	1
<u>Birth Order</u>		<u>Male</u>	<u>Female</u>
First Born	63	27	36
Second Born	55	19	36
Third Born	17	7	10
Fourth Born	10	4	6
Fifth Born	4	1	3
Sixth Born	3	1	2
Seventh Born	1	0	1
<u>Relationship with Father</u>			
Biological	142		93.0
Stepfather	5		3.0
Adoptive	6		4.0
<u>Marital Status</u>			
Single	146		99.3
Married	1		0.7

TABLE 2

Description of Fathers

<u>Variables</u>	<u>Total</u>	
	N	%
<u>Age</u>		
37-40	29	19.0
41-44	49	32.0
45-48	39	26.0
49-52	19	13.0
53-57	11	7.0
58-66	4	3.0
<u>Birth Order</u>		
First Born	80	52.3
Second Born	45	29.4
Third Born	13	8.5
Fourth Born	14	9.2
<u>Marital Status</u>		
Married	141	92.2
Divorced	10	6.5
Single	2	1.3

married, 1.3% single, and 6.5% divorced. The unusually high percentage of married participants was due to the restrictions of this study which included only biological fathers or adoptive and stepfathers who had met the established criteria of a consistent presence in their son's or daughter's life. It is unknown whether they are married to the biological mother. One would assume that a significant portion of fathers are married to those other than the child's biological mother. Data regarding fathers birth order was also obtained and is listed in Table 2. Fathers holding first born positions were 52.3%; second born 29.4%; third born 8.5%; and fourth born 9.2%.

Additional variables such as peer individuation (PAFS) and child living at home versus not living at home were not included in the analysis for various reasons. Peer individuation conceptualizes that we marry persons at the same individuation level and that we relate with friends in the same manner, hence a child has the same level of individuation with peers as with his/her father (Somers, 1988). This was felt to be too great an inferential leap to support in this research. To study differences between the children living at home versus not living at home would have been an interesting comparison. However, this variable was not included in that it would limit the sample

population to students and fathers who lived in a small geographic region of the country.

Instrumentation

Personal Authority in the Family System (PAFS)

PAFS was developed by Bray, Williamson, and Malone in 1984. The Personal Authority in the Family System Questionnaire (PAFS-Q) is a five-point Likert self-report instrument designed to assess family relationships based on aspects of intergenerational family theory (Bowen, 1978; Boszormenyi-Nagy & Ulrich, 1981; Kerr & Bowen, 1988; Williamson, 1981, 1982). A person rates his/her current relationships with relevant family members in both the family of origin and nuclear family or dyadic relationships. The three versions of the PAFS-Q are for adults with children, adults without children, or college students without children. Fathers were administered version A (for adults with children) containing 132 items grouped into eight subscales: spousal fusion/individuation, intergenerational fusion/individuation, spousal intimacy, intergenerational intimacy, nuclear family triangulation, intergenerational triangulation, intergenerational intimidation, and personal authority. Students were administered version C containing 84 items with subscales:

intergenerational fusion/individuation, intergenerational intimacy, intergenerational intimidation, intergenerational triangulation, peer intimacy, peer individuation, and personal authority. The subscales used for this study for Versions A and C were intergenerational fusion/individuation, intergenerational intimacy, and intergenerational intimidation. The Spousal Fusion/Individuation and Spousal Intimacy scales were not included in the questionnaire or study as they measure concepts associated with the relationship of a dyad not under investigation in this study, the significant other or spousal dyad. While triangulation is related to fusion in that both indicate a lack of differentiation, they are not the same process. Fusion refers to a particular type of relationship between two people, while triangulation refers to a relationship between three people. Hence, the Intergenerational Triangulation scales were not included in the analysis.

The Intergenerational Fusion subscale (INFUS) measures the "degree to which a person operates in a fused or individuated manner with parents" (Bray, et al., 1984). Illustrative items include: "My present day problems would be fewer or less severe if my parents had been different"; "I am usually able to disagree with my parents without

losing my temper"; "I often get so emotional with my parents I can't think straight."

Reliability

The reliability of the PAFS was assessed in two different studies by Bray et al. (1984). The test-retest reliability and internal consistency of the scales were evaluated in a sample of 100 nonclinical volunteers. The individuals were between the ages of 25 and 46, with a middle-class background. The sample had the following characteristics: 52.2% female and 47.8% male; 76.7% white and 23.3% non-white; 42.2% single, 47.7% married, and 10.1% separated or divorced; average length of current marriage = 7.4 years; 42.2% had no children and 57.8% had at least one child; average number of children was 1.6 per family (Bray et al., 1984). The subjects rated their current relationships with relevant family members at a two week interval. "Measures of internal consistency, coefficient alpha (Cronbach, 1951), were calculated for each scale at Time 1 and Time 2. At Time 1 the coefficients ranged from .82 to .95 with a mean of .90. At Time 2 the coefficients ranged from .80 to .95 with a mean of .89. The reliability estimates were generally consistent across time periods. Overall, the scales demonstrated excellent to good reliability" (Seibel, 1968). Test-retest reliability

estimates were also calculated. The reliability estimates range from .55 to .95 with a mean test-retest reliability of .74. All of the reliabilities, except for the Intergenerational Fusion/Individuation scale, are within an acceptable range (Nunnally, 1976). Anecdotal evidence from subjects indicated that taking the Intergenerational Fusion/Individuation scale is an intervention which produces changes in their perceptions of their parents. Thus, the low test-retest reliability probably reflected these changes rather than simple mood shifts.

In a second study (Bray et al., 1984) the conceptual scales were factor analyzed using a sample of 400 nonclinical adults. Individuals selected were between 19 and 62 years old with a middle class background. The sample had the following characteristics: 50.4% female and 49.6% male; 87.8% white and 12.2% non-white; 30.9% single, 59.9% married, 7% separated or divorced, and 1% widowed; average length of current marriage equaled 15.5 years; 41% had no children and 59% had at least one child; average number of children equaled 2.1. The factor analysis produced eight scales which were very similar to the eight conceptual scales. Cronbach's alpha was calculated for each weighted factor. The items specified for each factor were those that loaded .35 or above. Items which overlapped with another

factor were placed on the factor with the highest loading. The coefficients ranged from .74 to .96 and were all within an acceptable range. Comparison of these coefficients with those calculated in Study I indicate that the theoretically constructed scales and the empirically derived factors have similarly high levels of internal consistency (Bray et al., 1984).

Bray et al. (1984) also assessed the internal consistency of the PAFS in a clinical sample. The sample consisted of 83 clients who participated in a study on the evaluation of the effects of intergenerational consultation on family functioning (Williamson, Bray, & Malone, 1984). Subjects completed the PAFS following therapy. Cronbach's alpha was calculated for each scale score. The reliability coefficients ranged from .75 to .96 and are all in an acceptable range.

Validity

Concurrent

Bray et al. (1984) correlated client's responses on the PAFS, the Family Adaptability and Cohesion and Evaluation Scales-II (FACES-II; Olson, Portner, & Bell 1982), and the Dyadic Adjustment Scale (DAS; Spanier, 1976), and the Symptom Index (Sheely, 1982) to assess the concurrent validity of the PAFS. The Symptom Index is a

comprehensive measure of physical and psychosomatic symptoms and stress indicators. Subjects completed the PAFS, DAS, and Symptom Index for their current family functioning. The FACES-II was completed twice; once to reflect current nuclear family functioning and one to reflect family functioning in the individual's family of origin.

There were significant correlations between the PAFS and the DAS, particularly on the nuclear family scales. Greater dyadic adjustment correlated with more intimacy, individuation and less triangulation. There was also a number of significant correlations between the PAFS and the nuclear family FACES-II. Greater cohesion correlated with more intimacy, individuation, personal authority, and less triangulation. In addition, more flexible adaptability correlated with more individuation and less triangulation (Bray et al., 1984).

The Symptom Index correlated significantly with most of the PAFS scales. The negative correlations indicate that fewer physical and psychosomatic symptoms and stress correlated with more individuation ($r=-.29$), intimacy, and personal authority and less intimidation and triangulation.

Construct

Study II of Bray et al. (1984) factor analyzed the PAFS to assess the construct validity of the scales. The

individual variables comprising all the scales were analyzed. Factor I, included Individuation was comprised of 20 items. Inspection of these items indicates that agreement with these items reflects individuation in a dyadic relationship. Factor II, Intergenerational Intimacy, included 25 non-overlapping items. Inspection of this item indicates that it reflects an individuated style of communication with parents. Factor III, Intergenerational Intimidation, has 30 items which exceed the criteria, all of which are non-overlapping items. Second and third order factor analysis was also performed on the eight unit weighted factor scores from above. (Bray et al., 1984).

Family Assessment Measure (FAM)

The Family Assessment Measure developed by Skinner, Steinhauer, and Santa-Barbara (1983), was the second self-report instrument administered in this study. It was developed to assess family functioning, specifically to provide indicators of family strengths and weaknesses. In its most recent version, the Family Assessment Measure (FAM-III) consists of three scales whose questions are answered in a four-choice format from "strongly disagree" to "strongly agree". The Dyadic Relationship Scale of the current version of this instrument (FAM-III) was used for

this study. It consists of a series of identical 42-item scales that seek descriptions of the relationships between dyads within the family. Illustrative items include: "My son still loves me when I argue with him"; "I can tell when my son is upset". The other FAM-III scales not used in this study are a 50-item general measure that describes the family as a whole, and a 42-item scale describing the relationship of a respondent to the entire family.

"Theoretically, the Family Assessment Measure is based on a process model of family functioning that integrates different approaches to family therapy and research" (Skinner, et al., 1983, p. 21). This model of family functioning attempts to identify relationship dynamics that are relevant to health/pathology and the processes by which the dyad operates.

The 42 items of the Dyadic Relationship scale create an overall rating of functioning and seven subscales. FAM-III may be completed by persons who are at least 10-12 years of age, and can be administered in about 5 to 10 minutes.

In a preliminary statistical analysis on FAM-III, Skinner et al. (1983) used 475 families (502 children and 933 adults). The mean age of the adults was 38.0 years; 46% male and 54% female; mean length of marriage was 13.5 years; modal family income ranged from \$20,000 to \$29,999. Mean

age of the children was 14.9 years; 45% male and 55% female. Half of the children were in Elementary School, 40% were in Secondary School and 10% had achieved some post-secondary education. For the Dyadic Relationship scale the Internal consistency reliability estimate (coefficient alpha) was .95. To define dimensions of FAM subscales that optimally display differences among family groupings, a multiple discriminant analysis was conducted. "Two dimensions were the major discriminators accounting for 84% of the between group dispersion. The first dimension is defined by problems in the area of control, values and norms and affective expression, and serves mainly to differentiate children from adults. The second dimension clearly distinguishes problem from nonproblem families" (Skinner et al., 1983, p. 97).

Data Analysis

To facilitate interpretation, an individual's PAFS scale score was compared to the mean scale score found in the previous research (Williamson et al., 1984). A table is available in the questionnaire administration manual which presents the mean scale scores for each sample. The mean scale scores from the first 1984 study conducted by Bray and colleagues can be considered normative scores from a

nonclinical population. "The retrospective Pre score means and the Post score means are from a clinical sample. The Pre scores can be used to indicate potential dysfunctional relationships, while the Post score means can be used to indicate average to above average family relationships" (Bray, et al., 1984).

The FAM was standardized with respect to a heterogeneous sample of clinical and nonclinical families. "Scores in the FAM profile are normalized such that each subscale has a mean of 50 and a standard deviation of 10" (Skinner et al., 1983). The majority of scores should fall between 40 and 60. Scores outside this range are likely to indicate either very healthy functioning (40 or below) or disturbance (60 or above) relative to the sample of normal families. An interpretation of an individual's ratings of family functioning is relative to the normative group (Skinner et al.). The overall rating is the average of the seven clinical subscales and provides a general index of the degree of health/pathology in family functioning.

Statistical analysis was conducted using correlation, analysis of variance and multiple regression. The dependent variable was FAM scores from father and son/daughter reflecting dyadic relationship strength. Stepwise regression was completed based off highest correlations.

The independent variables in the study were PAFS intergenerational individuation (question 1); intergenerational intimacy (question 2); intergenerational intimidation (question 3); child's age (question 4); child's marital status (question 5); child's gender (question 6); father's birth order (question 7); child's birth order (question 8).

In this study, the birth order theories of Adler (1956), and Hoopes and Harper (1987), were main choice considerations. Adler examined birth order from the perspective of each individual sibling's complimentary effect on the sibling closest in age. Adler included the differential effects of gender and age differences between siblings which may offer increased conceptual clarity, but adds significant methodological complexity. Hoopes and Harper theorized that the tasks of a family system are different for the siblings one through four, and consequently impact each sibling in different ways. For purposes of methodological clarity it was decided to use the model from Hoopes and Harper.

Chapter IV

Results and Discussion

Correlation coefficients were used to determine the relationship between father's and child's scores on certain variables. The research question regarding variance in the strength of the father-child dyadic relationship was analyzed according to step-wise regressions using standardized scores when the means from two different instruments (FAM and PAFS) were entered. To determine relationships based on father and child birth order an analysis of variance was employed.

Variable Means for Normed Sample and Current Sample

A comparison of norms for independent variables on the PAFS questionnaire was made (Table 3) with norms established by Bray, Williamson, and Malone (1984). Mean scores on intergenerational individuation/fusion (PAFS) and relationship strength (FAM) were standardized. The fathers' mean score on individuation fusion ($\bar{M} = 25.54$, $SD = 4.82$) in this study was somewhat lower than the mean score for the Norm group ($\bar{M} = 29.53$, $SD = 5.25$). The child's mean score of 31.67 with a standard deviation of 4.88 was slightly higher than the Norm Group.

TABLE 3

PAFS Means for Normed, Clinical and Current Sample

	<u>Normed (a)</u> <u>Sample</u>	<u>Clinical (a)</u> <u>Sample</u>	<u>Current</u> <u>Sample</u>	
			<u>Father</u>	<u>Child</u>
Individuation/ Fusion				
Mean	29.53	23.38	25.54	31.67
SD	5.25	5.72	4.82	4.88
Intimacy				
Mean	93.65	77.88	79.88	91.62
SD	17.30	14.50	14.05	14.93
Intimidation				
Mean	98.55	98.94	107.07	32.38
SD	24.87	19.86	13.88	5.78

(a) Bray, Malone, & Williamson (1984)

The sons and daughters intergenerational intimacy mean score ($M = 91.62$, $SD = 14.93$) was very similar to the mean score for the Norm group ($M = 93.65$, $SD = 17.30$). The fathers' mean score however, was lower than that of the Norm group ($M = 79.88$, $SD = 14.04$). This lower mean score can be expected in that the Norm group was comprised of both men and women. If the Norm sample was broken down by gender, it may have been found that the sample mean for fathers was similar to what the men in the Norm group had reported. It could be argued that men in general would probably feel less intimacy and report less intergenerational intimacy. If the sample group had contained both men and women, it is feasible to expect a higher score on intergenerational intimacy.

The fathers' mean score ($M = 107.07$, $SD = 13.88$) on intergenerational intimidation was roughly equivalent to the Norm group mean. The sons and daughters mean scores were lower with a mean of 32.38 and standard deviation of 5.78. The lower scores (range 13-40) on child's intimidation indicate a higher perceived level of intimidation within the relationship. This greater feeling of intimidation may be attributed to the developmental transition the child is experiencing. In many cases, the child has recently left home for the first time. This is often a time of great

turmoil within the father-child relationship. Since the study's sample were probably younger than the overall Norm group, it may be assumed that there was a greater degree of intergenerational intimidation felt within this younger group.

Statistical Analysis and Discussion

Family Assessment Measure (FAM)

Father's and child's FAM scores (relationship strength) were compared in order to discern the relationship. Fathers scores were $M = 61.36$, $SD = 7.022$. Childs scores were $M = 46.23$, $SD = 8.70$. A paired t -test indicated that fathers had a significantly higher mean score ($t = 16.88$, $d.f. = 150$, $p = .000$). In addition, a nonsignificant correlation coefficient ($r = .030$, $p = .71$) indicates that father and child scores were not highly related to one another. Results of this analysis indicate that when matched with children, fathers have a higher than average scores than do the children, and that within father-child pairs fathers scores are not highly correlated with their child's. As a low FAM score indicates high relationship strength, sons and daughters seem to perceive the relationship strength as good and healthy. Fathers evidently see a much greater disturbance in the relationship

strength. The great disparity in scores may be due to the father's adjustment to the changing relationship. With the child most likely leaving home for the first time, there may be an uncertainty and/or ambiguity as to the power shift and/or loss in the relationship with his child. The lower child scores (high relationship strength) may be reflective of the child's first separation from home. Just being separated from home (father) may be relief from the often difficult developmental struggle within the home.

Research question number one: What is the relationship for fathers and children between scores on intergenerational individuation/fusion and scores on the strength of the dyadic relationship?

The correlation coefficient (Table 4) between fathers scores of the relationship strength and intergenerational individuation/fusion was $r = -.480$, ($p = .000$). The correlation for child's relationship strength scores and individuation/fusion was $r = -.678$, ($p = .000$). Correlations for both father and child indicate a significant and high negative correlation between these two variables. These high correlations suggest that the stronger a father or child perceives the relationship

Table 4

Correlation Coefficients
 Relationship Strength with Independent Variables

	Relationship Strength (FAM) <u>Father</u>
Father	
Individuation/Fusion	-.480***
Intimacy	-.421***
Intimidation	.029
<hr/>	
Child	<u>Child</u>
Individuation/Fusion	-.678***
Intimacy	-.664***
Intimidation	-.388***
Age	-.010
Gender	.099

n = 150 - 157
 * = $p \leq .05$
 ** = $p \leq .001$
 *** = $p \leq .0001$

strength (reverse scoring), the more individuated they perceive themselves.

Research question number two: What is the relationship for fathers and children between scores on intergenerational intimacy and scores on the strength of the dyadic relationship?

The correlation coefficient between father's scores of the relationship strength and intergenerational intimacy was $r = -.421$, ($p = .0044$). The correlation for child's relationship strength scores and intimacy was $r = -.664$, ($p = .000$). Correlations for both father and child indicate an inverse relationship which is significant between the two variables. These high correlations suggest that the stronger a father or child perceives the relationship strength (reverse scoring), the more intimacy they perceive in the relationship.

Research question number three: What is the relationship for fathers and children between scores on intergenerational intimidation and scores on the strength of the dyadic relationship?

The correlation coefficient for father's scores on relationship strength and intergenerational intimidation was $r = .029$. Child's correlation was $r = -.388$. No significant correlation was found between fathers scores on

intimidation and relationship strength. Therefore, a relationship was not found between intimidation and strength of the relationship for fathers. Child's inverse correlation suggests a moderate relationship. That is, the more sons and daughters perceive their relationship with father as strong, the less intimidation they report in the relationship.

Research question number four: What is the relationship between sons' and daughters' age and scores on the strength of the dyadic relationship?

The correlation coefficient for child's age and relationship strength was $r = -.01$ ($p = .45$) indicating that there was no relationship between age and perceptions on dyadic relationship strength. No correlation between scores could suggest that there was not a great enough range in age to notice distinctions in groups. The sons and daughters may all be close enough in age (90.9% between ages 18 and 22 years) that they fall roughly within a similar developmental stage. If there was a broader range of age there may have been a greater chance of finding significant differences.

Research question number five: What is the relationship between sons' and daughters' marital status and scores on the strength of the dyadic relationship?

This research question was not sufficiently answered by this study. Only one respondent from the sample was married. This did not allow for statistical analysis. Research question number six: What is the relationship between child's gender and scores regarding the strength of the dyadic relationship?

For father and child correlations were reported at $r = .023$ ($p = .388$) and $r = .099$ ($p = .112$), respectively. Neither of these correlations are high enough to suggest that gender explains any significant variance in scores on the dyadic relationship strength. Research question number seven: What is the relationship between fathers' birth order and the following variables for father and child: the strength of the dyadic relationship, intergenerational individuation/fusion, intimacy, and intimidation?

A one-way analysis of variance was run for fathers' birth order with the above variables (Table 5). Between groups for relationship strength there were no significant differences ($F = .228$) with regard to birth order. When individual means were analyzed separately by Fisher's LSD post hoc test of least significant differences, fourth born fathers did have significantly higher FAM scores ($M = 63.93$) than the fathers of other birth orders. This suggests that

Table 5

Fathers' Birth Order Analysis of Variance Summaries

Variable	SS	df	MS	F
Fathers				
Relationship Strength				
Between Ss	213.554	3	71.185	1.459 **
Within Ss	7268.575	149	48.782	
Individuation				
Between Ss	17.694	3	5.898	0.250
Within Ss	3514.280	149	23.586	
Intimacy				
Between Ss	205.809	3	68.603	0.343
Within Ss	29810.073	149	200.068	
Intimidation				
Between Ss	275.770	3	91.923	0.472
Within Ss	29020.440	149	194.768	

Children

Relationship Strength				
Between Ss	316.302	3	105.434	1.404
Within Ss	11036.488	147	75.078	
Individuation				
Between Ss	102.932	3	34.311	1.448
Within Ss	3484.167	147	23.702	
Intimacy				
Between Ss	2231.505	3	743.835	3.507 **
Within Ss	31179.8332	147	212.108	
Intimidation				
Between Ss	81.738	3	27.246	0.805
Within Ss	4973.745	147	33.835	

(**) Denotes pairs of groups significantly different at the .05 level

fourth born fathers would tend to report lower relationship strength with their children than would other fathers.

For child intimacy scores, there were no significant differences with father's birth order ($F = .017$) or child birth order ($F = .762$) as a group. The analysis of variance did find however, that when separated by father's birth orders, both first born ($M = 93.86$) and third born ($M = 97.78$) fathers were significant at the .05 level. This indicates that first and third born fathers would tend to report higher intergenerational intimacy, than would second or fourth born fathers.

Research question number eight: What is the relationship between child's birth order and the following variables for father and child: the strength of the dyadic relationship, intergenerational individuation/fusion, intimacy, and intimidation?

A one-way analysis of variance was run for child's birth order with the above variables (Table 6). For fathers' standardized mean scores on FAM and child's birth order, there were no significant differences ($F = .096$) between the two. The mean score for fathers' FAM by total child's birth order was 61.44. When individual means were analyzed separately by Fisher's LSD post hoc test of least significant differences, both first and second born children

Table 6

Childs' Birth Order Analysis of Variance Summaries

Variable	SS	df	MS	F
Fathers				
Relationship Strength				
Between Ss	310.602	3	103.534	2.151 **
Within Ss	7171.528	149	48.131	
Individuation				
Between Ss	40.175	3	13.392	0.571
Within Ss	3491.799	149	23.435	
Intimacy				
Between Ss	119.055	3	39.685	0.198
Within Ss	29896.828	149	200.650	
Intimidation				
Between Ss	955.144	3	318.382	1.674 **
Within Ss	28341.065	149	190.209	
Children				
Relationship Strength				
Between Ss	263.286	3	87.762	1.171
Within Ss	11089.741	148	74.931	
Individuation				
Between Ss	41.727	3	13.909	0.578
Within Ss	3558.793	148	24.046	
Intimacy				
Between Ss	261.293	3	87.098	0.388
Within Ss	33248.075	148	224.649	
Intimidation				
Between Ss	13.987	3	4.662	0.137
Within Ss	5047.112	148	34.102	

(**) Denotes pairs of groups significantly different at the .05 level

showed significant differences at the .05 level. Mean scores were 62.09 (SD = 6.30) for first born and 62.32 (SD = 6.22) for second born children. As a higher FAM score indicates less strength within the dyadic relationship, these results were suggested as indicating that fathers would tend to see the relationship as less strong with first and second borns than with third or fourth borns. While the relationship is perceived by fathers as less strong with their first and second born child, it is important to note that the fathers total mean score of 61.44 is outside the one standard deviation cut-off of 60.00. This is likely to indicate disturbance relative to the sample of normal families (Skinner, Steinhauer, & Santa-Barbara, 1983). One could now question if scores that suggest poor relationship strength (with first and second born child) are conceptually different from other scores suggesting poor relationship strength (third and fourth born child).

The relationship between intimidation scores and child birth order found that fathers' intimidation scores were not significantly different ($F = .175$), when compared to children's birth order as a group. The mean score for fathers' intimidation by total children's birth order was 107.07, with a standard deviation of 13.88. However, when separated by individual birth orders, second born children showed

significant differences at the .05 level. Mean scores were 109.75, with a standard deviation of 12.46 for second born children. These results would suggest that fathers tend to see the relationship as less intimidated (reversed scoring) with second borns than with first, third or fourth born children.

Research question number nine: To what extent do scores on intergenerational individuation/fusion, intimacy, intimidation, child's age, child's marital status, and child's gender together explain the variance in the fathers' scores and children's scores on the strength of the dyadic relationship?

Using SPSS-X Release 2 with default settings, a step-wise multiple regression yielded two independent variables in the final solution for fathers' relationship strength scores: intergenerational individuation/fusion and intergenerational intimacy. Beta weights are reported in Table 7. Individuation/fusion was the first variable selected for inclusion in the equation (multiple R = .479 and R square = .23). Intimacy was the next and only other variable contributing enough variance to be included. Individuation and intimacy together explained a significant percentage of variance in fathers' scores of dyadic relationship strength (multiple R = .52 and R square = .27).

TABLE 7

Beta Weights for Predictor Variables

<u>Independent Variables</u>	<u>Dependent Variable</u>	
	Relationship Fathers	Strength Children
Fathers		
Individuation	-.358	-.072
Intimacy	-.237	-.083
Intimidation	-.091	.023
Children		
Individuation	-.037	-.430
Intimacy	.005	-.389
Intimidation	.051	.058
Age	-.064	-.021
Gender	.056	.094

This suggests that 27% of the variance in fathers' relationship strength scores can be explained by intergenerational individuation/fusion and intimacy.

For the child's multiple regression equation, intergenerational individuation/fusion was found to explain a significant amount of variance in child's scores on the strength of the dyadic relationship. When entered first, individuation had a multiple R of .678 and a R square of .46. The second and only other variable to significantly explain the variance in relationship strength scores was intergenerational intimacy. The two variables together were significant (multiple R = .74 and R square = .55). This regression equation suggests that individuation and intimacy explain 55% of the variance in child's relationship strength scores.

Relational Analysis

Sons and daughters reported their relationship with father to be within the average range of strength and normal range of individuation/fusion. Fathers scores on relationship strength indicated perceptions of a weaker relationship with his child. The scores also suggest that fathers operate in a less individuated manner than their children. These findings concur with Roberts and Zuengler (1985), who

reported that although father-child conflict may be quite upsetting, its very presence could suggest the existence of a vital relationship. A father may fear that without conflict there would be no relationship at all. Conflicts between fathers and children who are being launched can be construed as signs of interdependence between the father and the child. In this light, fathers who are most involved in conflict may be the ones who have the greatest investment in their son or daughter. Fathers scores are also based on their relationships with their family of origin as well as with their child. This may reflect an inability to achieve autonomy and independence from others within the system.

These results are congruent with previous studies on individuation and the father-child relationship. According to Sabatelli and Mazor (1985) the interrelationship between individuation and identity formation during adolescence requires a fundamental shift in the ways in which the psychological distances between parents and child are regulated. Poorly differentiated systems resist the changes necessary to accommodate an adolescent's identity needs. The poorly differentiated family creates stress for the individual because efforts at generating greater psychological autonomy, necessary during adolescence and for adulthood, are blocked by the system.

In regard to birth order, the results suggest that fourth born fathers would tend to report lower relationship strength with their children than would other fathers. These results tend to fit with Hoopes and Harper's (1987), theory on fourth born parents. "When their children are trying to cope with the normal developmental tasks and problems of growing up, fourth born parents may feel guilty because they are not doing more to protect their child from suffering" (p.156). Fourth born parents also feel it is their duty to promote family togetherness. They often feel threatened if family members seem to prefer to go their own way. As the sons and daughters in this study had most likely left home (gone their own way) for the first time, the fourth born fathers lower relationship strength scores may be a reflection of a perceived disruption in family harmony or cohesiveness.

Birth order findings also indicated that first and third born fathers tend to report higher levels of intimacy with their child, than would second or fourth born fathers. There are many factors that influence a person's ability to be intimate with others. According to Hoopes and Harper (1987), "the characteristic response patterns of each sibling position influence the way in which individuals seek and provide intimacy." (p.108). The findings, that first

and third borns would tend to perceive more intimacy in the relationship with their child, may be interpreted as contrary to first and third born patterns of intimacy. It is plausible that these significant differences are reflective of a Type I error, that they were significant due only small cell sizes or due to chance. Hoopes and Harper (1987) view on first and third borns and intimacy is they are cautious about getting close to others. First borns need to be right and fear of being controlled by another often makes it difficult to establish intimacy in a relationship. Third born fears center on freedom and abandonment. Their needs to remain free and keep their options open prevents instant closeness. They may want intimacy at times, but want the "freedom to go away and operate from a detached position" (p.111). Intimacy for first and third borns can be established, but usually only in a step-wise fashion. That is, they will risk a little, then wait to see if the other approves of them, risk a little more, wait for further approval, and continue until they discover the relationship is safe. It may be that first and third born fathers perceived greater intimacy in the father/child relationship due to the built-in length of the relationship. Hoopes and Harper also contend that first and third borns learn to be intimate by watching their

father's relationship with their mother. If their father can share ideas and emotions, first and third children are likely to achieve intellectual and emotional intimacy with others. This raises the question of whether the study's first and third born fathers who perceive high intimacy with their child would also report high intimacy in his parents relationship.

Results on birth order would suggest that fathers tend to experience less intimidation in the relationship with second borns than with first, third or fourth born children. These findings reinforce the birth order theory of second born children from Hoopes and Harper (1987). That is, that second borns easily sense the intimacy needs of others. They often "intuitively know the emotions that others are experiencing, often before the others are explicitly aware of them" (p.110). Fathers may also feel less intimidation in relationship with their second born in that a strength of this birth position is the ability to warmly express feelings. If the second born child is able to share and warmly express feelings with father, it would be congruent that father would feel less intimidation in the relationship.

Limitations

As with any study there are limitations to generalization and interpretation of the study. One limitation to this study is that there were high intercorrelations with the fathers, and children's PAFS scales (Table 8). For example, intercorrelations for the child's individuation/fusion were $r = .63$ with intimacy and $r = .54$ with intimidation. As these intercorrelations come from the same measure, there is clear evidence of shared variance or multicollinearity. One way to view these high correlations is as a methodological explanation. For instance, the children's scores showed a greater degree of intercorrelation between the PAFS variables (individuation, intimacy and intimidation) than there was for the fathers. This may be explained in that the sons and daughters were all administered the survey on the same day and in the same classroom setting. They were not given each of the scales on different days, under differing conditions. This allowed for the possibility of creating a response set. They may have answered most responses high or low, with very little distinction among the different independent variables. Hence, the sons and daughters may not have viewed these scales as being independent, and separate aspects of the relationship were not measured. These three variables:

Table 8

Intercorrelations of PAFS scales for Fathers and Children

<u>Father</u>		Individuation/ Fusion	Intimidation
Intimacy		.52***	-.26***
Intimidation		-.14*	
<hr/>			
<u>Child</u>		Individuation/ Fusion	Intimidation
Intimacy		.63***	.51***
Intimidation		.54***	
<hr/>			
		<u>Father</u>	
		Individuation/ Fusion	Intimacy Intimidation
C H I L D	Individuation/ Fusion	-.05	-.05 .19**
	Intimacy	-.07	-.18* .16*
	Intimidation	-.07	-.08 .14*
<hr/>			

n = 150 - 157
 * = p < .05
 ** = p < .001
 *** = p < .0001

individuation, intimacy and intimidation may have been measuring one general concept or theme. In addition, only these three independent variables were highly intercorrelated with the dependent variable, relationship strength (range of .42 to .67). This suggests that the study may have been measuring the same concept four times.

This however may not be a methodological problem. It may be that the very best separate independent measures of individuation/fusion, and intimacy and intimidation would most likely be correlated at a similar level, because within relationships these three concepts covary. For example, no matter how measured, it is likely that whenever one feels a high level of individuation they would also feel high intimacy within the relationship.

Another possible limitation is that there was a self-selection factor built into the study. The two instruments were combined into one questionnaire with FAM always before the PAFS. Order of the instruments was not varied. It is possible that an order effect may have resulted. If order of the instruments had been varied it may have eliminated any loss of interest effects on the PAFS results. Because subjects were allowed to terminate their participation at any time, the sample may portray different characteristics from a randomly selected sample. The type of person who

would tend to complete the survey versus one who would tend to stop might be more conscientious about the relationship. They may have a strong enough relationship that they would feel encouraged to complete the survey. A father or child who may have recently had a severe confrontation or argument may not feel compelled or feel enough investment in the relationship to finish.

Chapter V

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to investigate the relationship strength between the father and child dyad. The study provided information about the dyad from both the father and child perspectives. The research questions focused on the relationship between father's and child's assessments of intergenerational individuation/fusion, intimacy and intimidation. Also investigated was to what extent these variables explained variance in the dyadic relationship strength. A sample of 153 sons or daughters from a large mid-Atlantic university and their fathers were participants for this study. Students were enrolled in a undergraduate course in human sexuality. A total of 213 students who were administered the questionnaire were eligible to participate with their biological father, or an adoptive or stepfather who had been in that role since the child was ten years of age, and had maintained at least semi-annual visitation. One hundred fifty-three fathers responded, for a 72% return rate.

The sons and daughters age, marital status, and gender were also considered as potential variables explaining relationship strength. Both father and child birth orders

were examined to determine their relationship with all of the above variables.

Sons and daughters assessed their relationship with father to be within the average range of relationship strength. Fathers assessed the relationship strength to be less strong and outside the average range as determined by the FAM normative sample (Skinner, Steinhauer, & Santa-Barbara, 1983). Child's rating on individuation and intimacy was higher than fathers, yet both were within the range considered non-problematic and above the clinical sample norms (Bray, Williamson, & Malone, 1984). Father's intimidation scores were within the average range for family relationships. Child's intimidation scores were significantly lower than fathers scores and are within the range considered problematic for dyadic relationships. The lower scores indicate higher perceived intimidation in the relationship.

Child's age and gender revealed no significant correlations and were not able to explain a significant amount of variance in the dyadic relationship strength. The sample's restricted age range may not have allowed for statistical ability to find significant differences.

Birth order as a variable for fathers indicated lower perceived relationship strength when they held fourth born

positions or if their child was a first or second born. First and third born fathers also reported a greater perception of intimacy within the dyadic relationship.

A final solution found two independent variables, intergenerational individuation/fusion and intergenerational intimacy that explained a significant percentage of variance in fathers' scores of dyadic relationship strength (R square = .27). This suggests that 27% of the variance in relationship strength scores can be explained by intergenerational individuation/fusion and intimacy.

For the child's dyadic relationship scores, the independent variables individuation and intimacy were found to be significant (R square = .55). Individuation/fusion and intimacy explained a greater percentage of the child's relationship strength scores (55%) than for fathers.

One possible explanation for such a high percentage of the variance being explained by these variables is that no other independent variables in the equation correlate with relationship strength, and individuation/fusion and intimacy are highly correlated with each other.

This study was grounded in Bowen's (1978) theory of differentiation of self and intergenerational patterns of functioning. That is, with a high level of fusion, an individual finds difficulty in emotionally separating or

differentiating from his/her relational system. One's level of individuation is characterized by his/her relative degree of emotional autonomy and independence from others in the system.

The results indicate that the stronger a father or child perceives the relationship strength, the more individuated they perceive themselves and more intimacy perceived in the relationship. This raises a question concerning the interpretation of Bowen's theory. Bowen held that a relationship may be viewed as strong or close within the family, yet this may only reflect a relationship in which differentiation has yet to occur. This research however, suggests that at this stage of the dyadic relationship, the stronger the perceived relationship, the greater the level of individuation and intimacy. Sabatelli and Mazor (1985) found that during adolescence a fundamental shift occurs in the manner which a parent and child psychologically distance. That is, well differentiated systems tend not to resist the changes necessary to accommodate the adolescent's identity needs. It is possible that for this study, the subjects perceiving lower individuation also had lower relationship strength. A possible limitation of this study is that it failed to

include those subjects who may perceive the relationship to be strong while it remains highly fused.

The results of this study have several implications for marriage and family therapy. The developmental period for many of the families has been marked by a significant life transition, a child leaving home. The launching of a child into this new phase of life and society can have dramatic affects on a family system (Anderson & Fleming, 1986). This study may give us information about this leaving home phase of the family developmental life cycle. In this study, fathers reported a lower father-child dyadic relationship strength than their children. This raises several issues for therapists to consider for family therapy. It could be argued that the fathers scores reflect a paternal loss within the family system. This may be a consequence of the changing societal roles men are assuming with their children and families. With mothers moving from the house to the work place men are experiencing greater opportunities and benefits from fathering (Bradley, 1985; Roberts & Zuengler, 1985). Enhanced roles may also bring disadvantages previously associated with the mother-child relationship.

As the study suggests, fathers with children in this age group may experience the relationship to be in greater

conflict than his child's perceptions. If this dynamic presents itself within the therapy setting, it may be appropriate for greater therapeutic attention to be paid to the father's as well as mother's adjustment during this transition. Additionally, as the adolescent or young adult establishes his/her self identity, fathers may be struggling with questions and pressures of their own midlife and career reassessment (Martin, 1985). Part of this reassessment may be exasperated by the father's loss of participation in his child's life. Therapists may find it important to assess if part of father's struggle is to maintain input and/or connection with his child's life. A therapist must also be aware that a lower relationship strength may be a trigger to dysfunctional behavior during this time of transition (Haley, 1973; Pittman, 1987).

Another therapeutic question that arises from this study may be is this a chronic or transitional relationship state? If a father is perceiving a weak relationship with his child, was it different before he/she went off to college? If so, how has this change affected the father's or child's relationships with other family members? It may be important to compare father's relationships with other children with that of the child in college. It is likely that roles and expectations filled by the child before

leaving home will be transferred to another sibling. Transfer of these roles may perpetuate the function and/or dysfunction within the system. Fathers' perceptions may differ depending on whether the child lives at home. As there were no significant differences for fathers' perceptions for the relationship with sons or daughters, therapists need to be cognizant that a father may respond to his child with similar reactions, regardless of gender.

Lamb (1979) states that the father-child relationship may be affected by the father-mother relationship. In working with a family, it may be important to assess how this strained relationship (fathers' perception) has affected the boundaries of the marital and the mother-child relationship. It may be helpful here to determine to what extent the parent's levels of differentiation are affecting the family system.

A future area of study may be to investigate how the father-child perceptions of relationship strength differ if mother is employed outside the home versus working in what has been called the "traditional" home. Conjointly, what of the relationship when fathers are in these differing roles?

In regard to therapy and the differentiation process, the implications are twofold. First, fathers' perceptions of lower relationship strength may be a part of his own

differentiation process (Carter, 1988). It would be appropriate to assess if father is having difficulty "letting go" of his child and to what extent that is related to his own differentiation process from his family of origin. Second, there are questions as to when is the most therapeutically beneficial time for the child to further his/her own differentiation process. Williamson (1981), suggests the termination of the hierarchical boundary cannot occur until the fourth decade of life. This study suggests that a moderate level of individuation can occur while the child is in his/her late teens and twenties. It may be that the young adult would benefit in therapy by processing family of origin and individuation issues. At the least, the family would most likely benefit by overtly redefining the family system's roles and boundaries during this transitional period.

Findings of this project suggests therapeutic implications around birth order. For instance, fourth born fathers were found to report lower relationship strength scores with their children than would other fathers. This is congruent with Hoopes and Harpers (1987), theory on fourth born parents. That is, fourth born parents tend to feel it is their duty to promote family togetherness. They often feel threatened if family members seem to prefer to go

their own way (as college age children may be perceived as going their own way). If threatened or if they feel guilt or blame for the problems in the system, fourth borns can have problems maintaining intimacy in a relationship (Hoopes & Harper). In therapy, the therapist may consider examining the family's ability to work together toward a common goal during this transition, since fourth borns assume guilt for any disruption that keeps the family from achieving its purposes. If fourth born fathers are unable to reconcile perceived differences or conflicts with his child, chances for an emotional cut-off from the child are increased.

The study's findings also suggest that first and third born fathers tend to perceive more intimacy in the relationship with their child. It was discussed that this may be interpreted as contrary to first and third born patterns of intimacy (Hoopes & Harper, 1987). First and third borns are often more cautious about getting close to or intimate with others. Their needs to be right and remain free to keep their options open prevents instant closeness. One hypothesis is that first and third born fathers perceive greater intimacy in the father/child relationship due to the built-in length of the relationship. Since first and third borns learn to be intimate by watching their father's ability to share intimate ideas and emotions with their

mother (Hoopes & Harper), a therapist may examine whether first and third born fathers who perceive high intimacy with their child would also report high intimacy between his parents. It may also bridge any therapeutic gap that blocks second and fourth born fathers from increased intimacy with their children.

Future Considerations

In future studies, additional independent variables should be considered. The high intercorrelations among the three PAFS variables and low correlations among other independent variables suggest that a multiple regression is not appropriate analysis. Under these conditions multiple regression is difficult to interpret and yields very little new information. There needs to be more predictors for the dependent variable. For this reason, future studies investigating individuation, intimacy and intimidation of the father-child relationship may wish to consider an alternative instrument. Additionally, the fathers measure of individuation, intimacy and intimidation was based on his perception of his relationship with his parents as well as his assessment of the relationship with his son or daughter.

It is important to acknowledge that the father-child relationship exists within the context of a family system.

Each member of this system appears likely to influence every other. More specifically, the effects of the father-child relationship probably cannot be understood independent of the mother-child relationship or the father-mother relationship. Lamb (1979) notes that it is significant that hostile marital relationships between the parents appear to be as pathogenic as poor parent-child relationships. Future studies may consider the father-child dyad in relationship to the father-mother system.

This study exploring individuation/fusion and relationship strength may be viewed as supporting a basic theoretical premise of intergenerational family systems theory, that "much of human dysfunction arises from the degree of individuation or unresolved emotional attachment to the family of origin" (Fleming & Anderson, 1986). It is equally plausible to view young adults' individuation in terms of success at life tasks outside of the family system such as in college, or perhaps, at a job, or in the development of significant relationships. Such successes may result in increased feelings of self-esteem and an enhanced sense of personal control over one's life. This, in turn, may minimize feelings of anxiety, and thereby, enable the force toward individuation to emerge. Thus, it is possible that success in the social environment may

facilitate young adults' individuation from their families of origin, rather than vice versa. Equally plausible is the possibility that the family of origin's level of differentiation influences young adults' perceptions of self esteem and mastery, which then influences success in other life situations. This success, in turn, may influence their perceptions of individuation from their family's tendency to fuse. This latter hypothesis is consistent with a systems theory emphasis on the recursiveness, or circularity, of family-environmental interactions.

Future studies may wish to examine any differences between those young adults living at home versus not at home, or those in school versus not in school. Bowen (1978) suggests that the physical distancing of the adolescent or young adult from the family is not a sufficient indicator that individuation has occurred and identity formation completed. In some instances, the poorly differentiated system's efforts at blocking individuation result in an adolescent/young adult cutting himself or herself off from the family, i.e., physically separating. These persons may be nonetheless emotionally reactive to and preoccupied with the struggle for separateness from their family. As such, individuation is hampered by the psychological involvement

with the family even though physical interactions no longer occur.

Fleming and Anderson (1986) describe individuation as an intra-individual, subjective process by which adolescents come to perceive themselves as psychologically involved or detached from the transactional processes which help to define the family's level of differentiation.

One final individuation, intimacy and intimidation issue must be addressed, that is, developmental appropriateness. It may be argued that to measure levels of individuation or intimacy in an adult in his/her late teens or early twenties would not be developmentally appropriate or accurate. Williamson (1981) argues, "Termination of the intergenerational boundary and the intimidation which goes with it creates the possibility of intimacy. Intimacy is a function of relationships between equals. In this sense, while parent and child may have "closeness", they do not have intimacy" (p.445). It is Williamson's contention that the termination of this hierarchical boundary between the adult child and parent will not occur until the fourth decade of life. To test this hypothesis future studies may want to compare adult children in their late-second and third decade versus those in their fourth decade of life.

Future research would benefit by better controls, or at least further attention paid to, confounding variables such as age of father, IQ of the father and young adult, socioeconomic status, etc. Benefits could also be derived from expanded samples including but not limited to rural fathers, homosexual populations, and minority fathers.

Longitudinal studies of the father-child relationship using larger, more heterogeneous, representative samples are greatly needed. The current body of research is one that is especially weak as a function of using small available samples, mostly from middle-class backgrounds. The lack of good developmental studies on representative samples severely limits our understanding of the generalization of any observed interaction effects.

Use of more qualitative research methods to study the father-child dyad is also needed to provide further knowledge of the dyad. There were a number of students who expressed a desire to elaborate on a particular question, yet were not permitted due to the forced choice nature of the questionnaire. Direct observation of father-child interactions would also be helpful in providing a more complete understanding of the father-child relationship.

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APPENDICES

Appendix A

CONSENT FORM

Dear Students,

I am conducting a research project which investigates the effect of various factors on relationship strength between fathers and their sons and daughters. At present, most research on the topic is with fathers and pre-teen children. Your participation would contribute to the sparse knowledge of the relationship strength between fathers and their college-age children. I would appreciate your help.

The questions below include demographic information. This data is extremely important for the research. Please do not place your name or any other identifying information on the questionnaire. Your father's name and address is requested at the end so that he may be mailed a similar questionnaire. The information you provide is strictly confidential and will not be available for your father.

It will take between 5-10 minutes to complete the questionnaire. Please answer the questions before leaving class today. When completed, turn in the demographic information and questionnaire to your instructor.

Participation is voluntary and you may withdraw from the study at any time. Your participation is not a part of this class and will have no effect on your course grade.

I encourage you to participate in this study. It should be both interesting and helpful to those who wish to better understand the father and adult-child relationship.

Thank you very much for your assistance.

Sincerely,

Wynn Washle, M.A.

1302 S. Shields, Suite A2-4
Fort Collins, Colorado 80521
(303) 493-8006

Sons and Daughters

The following statements are about you relationship with your father. Please read each statement and decide how well the statement generally describes your relationship with your father. Circle the number which best describes your opinion.

	STRONGLY AGREE 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 4
1. My father and I never see family problems the same way.....	1	2	3	4
2. My father accepts what I expect of him in the family.....	1	2	3	4
3. I know what my father means when he says something.....	1	2	3	4
4. I can tell when my father is upset.....	1	2	3	4
5. My father and I aren't close to each other.....	1	2	3	4
6. My father is reasonable when I make a mistake.....	1	2	3	4
7. My father and I have the same views about right and wrong.....	1	2	3	4
8. My father can never accept my answer to a problem.....	1	2	3	4
9. My father takes his share of family responsibilities.....	1	2	3	4
10. My father takes what I say the wrong way.....	1	2	3	4
11. When I'm upset, my father usually knows why.....	1	2	3	4
12. When I'm upset, I know my father really cares.....	1	2	3	4
13. Even when I admit I'm wrong, my father doesn't forgive me.....	1	2	3	4
14. My father and I argue about how to spend our spare time.....	1	2	3	4
15. When I have a problem, my father helps me with it.....	1	2	3	4
16. My father complains that I expect too much of him.....	1	2	3	4
17. If my father is angry with me, I hear about it from someone else.....	1	2	3	4
18. My father lets me know how he feels about me.....	1	2	3	4
19. My father still loves me when I argue with him.....	1	2	3	4
20. I never know how my father will react when I make a mistake.....	1	2	3	4
21. My father is all wrong about the importance of religion.....	1	2	3	4
22. When there's a problem between us, my father finds a new way of working it out.....	1	2	3	4
23. My father often ruins things for me.....	1	2	3	4
24. My father is available when I want to talk to him.....	1	2	3	4
25. When my father gets angry with me, he stays upset for days.....	1	2	3	4
26. My father gets too involved in my affairs.....	1	2	3	4
27. My father gives me a chance to explain when I make a mistake.....	1	2	3	4

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
	1	2	3	4
28. My father is right about the importance of education.....	1	2	3	4
29. When problems come up between us, my father is all talk and no action.....	1	2	3	4
30. My father expects too much of me.....	1	2	3	4
31. Even if my father disagrees, he still listens to my point of view.....	1	2	3	4
32. My father takes it out on me when he has had a bad day.....	1	2	3	4
33. My father really trusts me.....	1	2	3	4
34. My father is always on my back.....	1	2	3	4
35. There's a big difference between what my father expects of me and how he behaves.....	1	2	3	4
36. I can count on my father to help me in a crisis.....	1	2	3	4
37. My father and I have the same views about who should do what in our family.....	1	2	3	4
38. I often don't know whether to believe what my father says.....	1	2	3	4
39. When my father is upset, he tries to get me to take sides.....	1	2	3	4
40. My father worries too much about me.....	1	2	3	4
41. I don't need to remind my father to do his share.....	1	2	3	4
42. My father is right about the importance of being successful.....	1	2	3	4

The following questions ask about your current relationship with your parents and significant other (mate, steady friend, lover). Please select the answers which best reflect your current relationships with them. There are no right or wrong answers. If you do not have a significant other, then answer the questions as they might apply to your most recent significant other.

Please circle the number which best reflects your opinion.

	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
	1	2	3	4	5
Rate the quality of you relationship with:					
1. your significant other.....	1	2	3	4	5
2. your mother.....	1	2	3	4	5
3. your father.....	1	2	3	4	5

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
	1	2	3	4	5
Rate the satisfaction with your relationship with:					
4. your significant other.....	1	2	3	4	5
5. your mother.....	1	2	3	4	5
6. your father.....	1	2	3	4	5
How satisfied are you with the frequency of contact (letter, phone, in person) which you have with:					
7. your mother.....	1	2	3	4	5
8. your father.....	1	2	3	4	5

Use the following scale to answer questions 9-16.

	ALL THE TIME 1	MOST OF THE TIME 2	HALF THE TIME 3	OCCASIONALLY 4	NEVER 5
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

Use the following scale to answer items 17-41.

	STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					

	ALL THE TIME 1	MOST OF THE TIME 2	HALF THE TIME 3	OCCASIONALLY 4	NEVER 5
29. I am usually able to disagree with my parents without losing my temper.....1	2	3	4	5	
30. My parents do things that embarrass me.....1	2	3	4	5	
31. I openly show tenderness toward my mother.....1	2	3	4	5	
32. I openly show tenderness toward my father.....1	2	3	4	5	
33. My mother and I have mutual respect for each other.....1	2	3	4	5	
34. My father and I have mutual respect for each other.....1	2	3	4	5	
35. I am fond of my mother.....1	2	3	4	5	
36. I am fond of my father.....1	2	3	4	5	
37. My parents say one thing to me and really mean another.....1	2	3	4	5	
38. My father and I are important people in each other's lives.....1	2	3	4	5	
39. My parents frequently try to change some aspect of my personality.....1	2	3	4	5	
40. My mother and I are important people in each other's lives.....1	2	3	4	5	
41. My present day problems would be fewer or less severe if my parents had acted or behaved differently.....1	2	3	4	5	

Questions 42-58 have to do with your significant other (mate, steady friend, lover). If you do not have a significant other, then answer the questions as they might apply to your most likely or most recent significant other.

	STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5
42. My sex life with my significant other is quite satisfactory.....1	2	3	4	5	
43. My significant other and I have many interests which we chose to share.....1	2	3	4	5	
44. My significant other and I frequently talk together about the significant events in our lives.....1	2	3	4	5	
45. My significant other and I like to get together for conversation and recreation.....1	2	3	4	5	
46. My significant other and I can trust each other with the things that we tell one another.....1	2	3	4	5	
47. My significant other and I frequently show tenderness with each other.....1	2	3	4	5	
48. My significant other and I are fair in our relationship with each other.....1	2	3	4	5	
49. My significant other and I have mutual respect for each other.....1	2	3	4	5	
50. My significant other and I are fond of each other.....1	2	3	4	5	

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
51. I am usually able to disagree with my significant other without losing my temper.....1				2	3 4 5
52. My significant other is usually able to disagree with me without losing his/her temper.....1				2	3 4 5
53. My significant other worries that I cannot take care of myself when he/she is not around.....1				2	3 4 5
54. I worry that my significant other cannot take care of him/herself when I am not around.....1				2	3 4 5
55. I often get so emotional with my significant other that I cannot think straight.....1				2	3 4 5
56. My significant other often gets so emotional with me that he/she cannot think straight.....1				2	3 4 5
57. I feel my significant other says one thing and really means another.....1				2	3 4 5
58. My significant other feels that I say one thing to him/her and really mean another.....1				2	3 4 5

Please Fill-In Questionnaire # _____

Family Information Sheet - Sons and Daughters

- 1) Please list all the children in your family including yourself, in the spaces provided below. Names are not needed.
- 2) Circle M or F to indicate whether the person is male or female.
- 3) Fill in each person's present age and birth date (month, day and year) in the space provided.
- 4) Circle the position that you occupy in your family.

	Age	Birthdate	Marital Status		
			Single	Married	Divorced
1st child	M F	_____	_____	_____	_____
2nd child	M F	_____	_____	_____	_____
3rd child	M F	_____	_____	_____	_____
4th child	M F	_____	_____	_____	_____
5th child	M F	_____	_____	_____	_____
6th child	M F	_____	_____	_____	_____
7th child	M F	_____	_____	_____	_____
8th child	M F	_____	_____	_____	_____
9th child	M F	_____	_____	_____	_____

If there are more than nine children in your family, please continue to list them in the same manner and give the same information for each on the back of this page.

- 5) The person participating in this study with me is my:
(Circle number)
 1. BIOLOGICAL FATHER
 2. ADOPTIVE FATHER - Your age when he became your adoptive father? _____
 3. STEPFATHER - Your age when he became your stepfather? _____

- 6) Have you had continual semi-annual (minimum) visits with your father?
(Circle number)
 1. YES
 2. NO

- 7) What is your father's name and mailing address? (Please Print)
Name: _____
Address: _____

CONSENT FORM

Dear Sir,

I am conducting a research project which investigates the effect of various factors on relationship strength between fathers and their sons and daughters. One of your children has already voluntarily participated in this project. At present, most research on the topic is with fathers and pre-teen children. Your participation would contribute to the sparse knowledge of the relationship strength between fathers and their college-age children. I would appreciate your help.

The questions below include demographic information. This data is extremely important for the research. Please do not place your name or any other identifying information on the questionnaire. The child participating in this study with you is identified on the bottom of the page. The information you provide is strictly confidential and will not be available for your son or daughter.

It will take between 5-10 minutes to complete the questionnaire. When completed, please return the demographic information and questionnaire in the stamped envelope provided.

Participation is voluntary and you may withdraw from the study at any time. Your participation is not a part of your son's or daughter's class and will have no effect on their course grade.

I encourage you to participate in this study. It should be both interesting and helpful to those who wish to better understand the father and adult-child relationship.

Thank you very much for your assistance.

Sincerely,

Wynn Washle, M.A.

1302 S. Shields, Suite A2-4
Fort Collins, Colorado 80521
(303) 493-8006

Fathers with Son

The following statements are about your relationship with your son (who is participating in this study). Please read each statement and decide how well the statement generally describes your relationship with this son. Circle the number which best describes your opinion.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	
1. My son and I never see family problems the same way.....	1	2	3	4
2. My son accepts what I expect of him in the family.....	1	2	3	4
3. I know what my son means when he says something.....	1	2	3	4
4. I can tell when my son is upset.....	1	2	3	4
5. My son and I aren't close to each other.....	1	2	3	4
6. My son is reasonable when I make a mistake.....	1	2	3	4
7. My son and I have the same views about right and wrong.....	1	2	3	4
8. My son can never accept my answer to a problem.....	1	2	3	4
9. My son takes his share of family responsibilities.....	1	2	3	4
10. My son takes what I say the wrong way.....	1	2	3	4
11. When I'm upset, my son usually knows why.....	1	2	3	4
12. When I'm upset, I know my son really cares.....	1	2	3	4
13. Even when I admit I'm wrong, my son doesn't forgive me.....	1	2	3	4
14. My son and I argue about how to spend our spare time.....	1	2	3	4
15. When I have a problem, my son helps me with it.....	1	2	3	4
16. My son complains that I expect too much of him.....	1	2	3	4
17. If my son is angry with me, I hear about it from someone else.....	1	2	3	4
18. My son lets me know how he feels about me.....	1	2	3	4
19. My son still loves me when I argue with him.....	1	2	3	4
20. I never know how my son will react when I make a mistake.....	1	2	3	4
21. My son is all wrong about the importance of religion.....	1	2	3	4
22. When there's a problem between us, my son finds a new way of working it out.....	1	2	3	4
23. My son often ruins things for me.....	1	2	3	4
24. My son is available when I want to talk to him.....	1	2	3	4
25. When my son gets angry with me, he stays upset for days.....	1	2	3	4
26. My son gets too involved in my affairs.....	1	2	3	4
27. My son gives me a chance to explain when I make a mistake.....	1	2	3	4

	STRONGLY AGREE 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 4
28. My son is right about the importance of education.....	1	2	3	4
29. When problems come up between us, my son is all talk and no action.....	1	2	3	4
30. My son expects too much of me.....	1	2	3	4
31. Even if my son disagrees, he still listens to my point of view.....	1	2	3	4
32. My son takes it out on me when he has had a bad day.....	1	2	3	4
33. My son really trusts me.....	1	2	3	4
34. My son is always on my back.....	1	2	3	4
35. There's a big difference between what my son expects of me and how he behaves.....	1	2	3	4
36. I can count on my son to help me in a crisis.....	1	2	3	4
37. My son and I have the same views about who should do what in our family.....	1	2	3	4
38. I often don't know whether to believe what my son says.....	1	2	3	4
39. When my son is upset, he tries to get me to take sides.....	1	2	3	4
40. My son worries too much about me.....	1	2	3	4
41. I don't need to remind my son to do his share.....	1	2	3	4
42. My son is right about the importance of being successful.....	1	2	3	4

The following questions ask about your current relationship with your parents, and your children. Please select the answers which best reflect your current relationships with these people. There are no right or wrong answers. If one or both of your parents are deceased, then answer about your deceased parent(s) in terms of how you remember your relationship(s). Please circle the number which best reflects your opinion.

	EXCELLENT 1	GOOD 2	FAIR 3	POOR 4	VERY POOR 5
Rate the quality of you relationship with:					
1. your mate.....	1	2	3	4	5
2. your children.....	1	2	3	4	5
3. your mother.....	1	2	3	4	5
4. your father.....	1	2	3	4	5

VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
1	2	3	4	5

- Rate the satisfaction with your relationship with:
- 5. your mate..... 1 2 3 4 5
 - 6. your children..... 1 2 3 4 5
 - 7. your mother..... 1 2 3 4 5
 - 8. your father..... 1 2 3 4 5
- How satisfied are you with the frequency of contact (letter, phone, in person) which you have with:
- 9. your mother..... 1 2 3 4 5
 - 10. your father..... 1 2 3 4 5

Use the following scale to answer questions 11, 12, 13.

TOTALLY RESPONSIBLE	VERY RESPONSIBLE	MODERATELY RESPONSIBLE	A LITTLE RESPONSIBLE	NOT AT ALL RESPONSIBLE
1	2	3	4	5

- 11. When your mate is having a distressing problem at work, to what extent do you feel personally responsible to provide a solution to the problem..... 1 2 3 4 5
- 12. When one of your parents is having a distressing problem, to what extent do you feel personally responsible to provide a solution to the problem..... 1 2 3 4 5
- 13. When your parents are having a significant problem in their marriage, to what extent do you feel personally responsible to provide a solution to their problem..... 1 2 3 4 5

Use the following scale to answer questions 14, 15, 16, 17.

MUCH LESS	LESS	SAME	MORE	MUCH MORE
1	2	3	4	5

- How does your job success and satisfaction compare to your parents job success and satisfaction?
- 14. mother's financial success..... 1 2 3 4 5
 - 15. mother's emotional satisfaction..... 1 2 3 4 5
 - 16. father's financial success..... 1 2 3 4 5
 - 17. father's emotional satisfaction..... 1 2 3 4 5

Use the following scale to answer questions 18, 19, 20, 21.

ALL THE TIME	MOST OF THE TIME	HALF THE TIME	OCCASIONALLY	NEVER
1	2	3	4	5

- 18. How often do you think of your self as your mother's "little boy"?..... 1 2 3 4 5
- 19. How often do you think of your self as your father's "little boy"?..... 1 2 3 4 5
- 20. How reluctant are you to do anything that would bring about an intense emotional response from you parents, such as anger, hurt, shock, or embarrassment?..... 1 2 3 4 5
- 21. How often do you seek parental approval (for solving problems or making decisions)?..... 1 2 3 4 5

Use the following scale to answer questions 22-31.

	EXTREMELY IMPORTANT 1	VERY IMPORTANT 2	MODERATELY IMPORTANT 3	A LITTLE IMPORTANT 4	NOT AT ALL IMPORTANT 5	
How necessary is it to you to meet your parent's expectations:						
22.	Your mother's expectation about work.....	1	2	3	4	5
23.	Your father's expectation about work.....	1	2	3	4	5
24.	Your mother's expectation about marriage.....	1	2	3	4	5
25.	Your father's expectation about marriage.....	1	2	3	4	5
26.	Your mother's expectation about parenting....	1	2	3	4	5
27.	Your father's expectation about parenting....	1	2	3	4	5
28.	Your mother's expectation about appearance...	1	2	3	4	5
29.	Your father's expectation about appearance...	1	2	3	4	5
30.	Your mother's expectation about life style...	1	2	3	4	5
31.	Your father's expectation about life style...	1	2	3	4	5

Use the following scale to answer questions 32-41.

	ALL THE TIME 1	MOST OF THE TIME 2	HALF THE TIME 3	OCCASIONALLY 4	NEVER 5	
How often do you feel you must change your behavior to meet your parent's expectations:						
32.	Your mother's expectation about work.....	1	2	3	4	5
33.	Your father's expectation about work.....	1	2	3	4	5
34.	Your mother's expectation about marriage.....	1	2	3	4	5
35.	Your father's expectation about marriage.....	1	2	3	4	5
36.	Your mother's expectation about parenting....	1	2	3	4	5
37.	Your father's expectation about parenting....	1	2	3	4	5
38.	Your mother's expectation about appearance...	1	2	3	4	5
39.	Your father's expectation about appearance...	1	2	3	4	5
40.	Your mother's expectation about life style...	1	2	3	4	5
41.	Your father's expectation about life style...	1	2	3	4	5

Use the following situation and this scale to answer questions 42-51.

	EXTREMELY 1	VERY 2	MODERATELY 3	A LITTLE 4	NOT AT ALL 5	
You invite only one of your parents and not the other to dinner alone with you even though the other parent is interested and available.						
42.	How willing would you be to invite your mother?...	1	2	3	4	5
43.	How willing would you be to invite your father?...	1	2	3	4	5
44.	How comfortable would you be inviting your mother?.....	1	2	3	4	5
45.	How comfortable would you be inviting your father?.....	1	2	3	4	5
46.	How unfair would it be to their marriage to invite your mother?.....	1	2	3	4	5
47.	How unfair would it be to their marriage to invite your father?.....	1	2	3	4	5

EXTREMELY 1	VERY 2	MODERATELY 3	A LITTLE 4	NOT AT ALL 5
48. How comfortable would you be dining and having intimate conversation with your mother?.....1	2	3	4	5
49. How comfortable would you be dining and having intimate conversation with your father?.....1	2	3	4	5
50. How guilty would you feel if you did not invite your mother?.....1	2	3	4	5
51. How guilty would you feel if you did not invite your father?.....1	2	3	4	5

Use the following scale to answer the following items about your parents.

STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5
52. I share my true feelings with my mother about the significant events in my life.....1	2	3	4	5
53. I share my true feelings with my father about the significant events in my life.....1	2	3	4	5
54. My mother and I are important people in each other's lives.....1	2	3	4	5
55. My father and I are important people in each other's lives.....1	2	3	4	5
56. I get together with my mother from time to time for conversation and recreation.....1	2	3	4	5
57. I get together with my father from time to time for conversation and recreation.....1	2	3	4	5
58. I take my mother's thoughts and feelings seriously, but do not always agree or behave in the same way.....1	2	3	4	5
59. I take my father's thoughts and feelings seriously, but do not always agree or behave in the same way.....1	2	3	4	5
60. I openly show tenderness toward my mother.....1	2	3	4	5
61. I openly show tenderness toward my father.....1	2	3	4	5
62. I am fair in my relationships with my mother.....1	2	3	4	5
63. I am fair in my relationships with my father.....1	2	3	4	5
64. I can trust my mother with things we share.....1	2	3	4	5
65. I can trust my father with things we share.....1	2	3	4	5
66. My mother and I have mutual respect for each other.....1	2	3	4	5
67. My father and I have mutual respect for each other.....1	2	3	4	5
68. I am fond of my mother.....1	2	3	4	5
69. I am fond of my father.....1	2	3	4	5
70. My parents do things that embarrass me.....1	2	3	4	5
71. My present day problems would be fewer or less severe if my parents had acted or behaved differently.....1	2	3	4	5

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE		
	1	2	3	4	5		
72. My parents frequently try to change some aspect of my personality.....	1			2	3	4	5
73. I sometimes wonder how much my parents really love me.....	1			2	3	4	5
74. I am usually able to disagree with my parents without losing my temper.....	1			2	3	4	5
75. I often get so emotional with my parents that I cannot think straight.....	1			2	3	4	5
76. I usually help my parents understand me by telling them how I think, feel, and believe.....	1			2	3	4	5
77. My parents say one thing to me and really mean another.....	1			2	3	4	5

Fathers with Daughter

The following statements are about you relationship with your daughter (who is participating in this study). Please read each statement and decide how well the statement generally describes your relationship with this daughter. Circle the number which best describes your opinion.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	
1. My daughter and I never see family problems the same way.....	1	2	3	4
2. My daughter accepts what I expect of her in the family.....	1	2	3	4
3. I know what my daughter means when she says something.....	1	2	3	4
4. I can tell when my daughter is upset.....	1	2	3	4
5. My daughter and I aren't close to each other.....	1	2	3	4
6. My daughter is reasonable when I make a mistake.....	1	2	3	4
7. My daughter and I have the same views about right and wrong.....	1	2	3	4
8. My daughter can never accept my answer to a problem.....	1	2	3	4
9. My daughter takes her share of family responsibilities.....	1	2	3	4
10. My daughter takes what I say the wrong way.....	1	2	3	4
11. When I'm upset, my daughter usually knows why.....	1	2	3	4
12. When I'm upset, I know my daughter really cares.....	1	2	3	4
13. Even when I admit I'm wrong, my daughter doesn't forgive me.....	1	2	3	4
14. My daughter and I argue about how to spend our spare time.....	1	2	3	4
15. When I have a problem, my daughter helps me with it.....	1	2	3	4
16. My daughter complains that I expect too much of her.....	1	2	3	4
17. If my daughter is angry with me, I hear about it from someone else.....	1	2	3	4
18. My daughter lets me know how she feels about me.....	1	2	3	4
19. My daughter still loves me when I argue with her.....	1	2	3	4
20. I never know how my daughter will react when I make a mistake.....	1	2	3	4
21. My daughter is all wrong about the importance of religion.....	1	2	3	4
22. When there's a problem between us, my daughter finds a new way of working it out.....	1	2	3	4
23. My daughter often ruins things for me.....	1	2	3	4
24. My daughter is available when I want to talk to her.....	1	2	3	4
25. When my daughter gets angry with me, she stays upset for days.....	1	2	3	4
26. My daughter gets too involved in my affairs.....	1	2	3	4
27. My daughter gives me a chance to explain when I make a mistake.....	1	2	3	4

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	
28. My daughter is right about the importance of education.....	1	2	3	4
29. When problems come up between us, my daughter is all talk and no action.....	1	2	3	4
30. My daughter expects too much of me.....	1	2	3	4
31. Even if my daughter disagrees, she still listens to my point of view.....	1	2	3	4
32. My daughter takes it out on me when she has had a bad day.....	1	2	3	4
33. My daughter really trusts me.....	1	2	3	4
34. My daughter is always on my back.....	1	2	3	4
35. There's a big difference between what my daughter expects of me and how she behaves.....	1	2	3	4
36. I can count on my daughter to help me in a crisis...	1	2	3	4
37. My daughter and I have the same views about who should do what in our family.....	1	2	3	4
38. I often don't know whether to believe what my daughter says.....	1	2	3	4
39. When my daughter is upset, she tries to get me to take sides.....	1	2	3	4
40. My daughter worries too much about me.....	1	2	3	4
41. I don't need to remind my daughter to do her share.....	1	2	3	4
42. My daughter is right about the importance of being successful.....	1	2	3	4

The following questions ask about your current relationship with your parents, and your children. Please select the answers which best reflect your current relationships with these people. There are no right or wrong answers. If one or both of your parents are deceased, then answer about your deceased parent(s) in terms of how you remember your relationship(s). Please circle the number which best reflects your opinion.

EXCELLENT	GOOD	FAIR	POOR	VERY POOR	
1	2	3	4	5	
Rate the quality of you relationship with:					
1. your mate.....	1	2	3	4	5
2. your children.....	1	2	3	4	5
3. your mother.....	1	2	3	4	5
4. your father.....	1	2	3	4	5

Use the following scale to answer items 5-10.

	VERY SATISFIED 1	SATISFIED 2	NEUTRAL 3	DISSATISFIED 4	VERY DISSATISFIED 5
Rate the satisfaction with your relationship with:					
5. your mate.....	1	2	3	4	5
6. your children.....	1	2	3	4	5
7. your mother.....	1	2	3	4	5
8. your father.....	1	2	3	4	5
How satisfied are you with the frequency of contact (letter, phone, in person) which you have with:					
9. your mother.....	1	2	3	4	5
10. your father.....	1	2	3	4	5

Use the following scale to answer items 11, 12, 13.

	TOTALLY RESPONSIBLE 1	VERY RESPONSIBLE 2	MODERATELY RESPONSIBLE 3	A LITTLE RESPONSIBLE 4	NOT AT ALL RESPONSIBLE 5
11. When your mate is having a distressing problem at work, to what extent do you feel personally responsible to provide a solution to the problem.....	1	2	3	4	5
12. When one of your parents is having a distressing problem, to what extent do you feel personally responsible to provide a solution to the problem.....	1	2	3	4	5
13. When your parents are having a significant problem in their marriage, to what extent do you feel personally responsible to provide a solution to their problem.....	1	2	3	4	5

Use the following scale to answer questions 14, 15, 16, 17.

	MUCH LESS 1	LESS 2	SAME 3	MORE 4	MUCH MORE 5
How does your job success and satisfaction compare to your parents job success and satisfaction?					
14. mother's financial success.....	1	2	3	4	5
15. mother's emotional satisfaction.....	1	2	3	4	5
16. father's financial success.....	1	2	3	4	5
17. father's emotional satisfaction.....	1	2	3	4	5

Use the following scale to answer questions 18, 19, 20, 21.

	ALL THE TIME 1	MOST OF THE TIME 2	HALF THE TIME 3	OCCASIONALLY 4	NEVER 5
18. How often do you think of your self as your mother's "little boy"?	1	2	3	4	5
19. How often do you think of your self as your father's "little boy"?	1	2	3	4	5
20. How reluctant are you to do anything that would bring about an intense emotional response from you parents, such as anger, hurt, shock, or embarrassment?	1	2	3	4	5
21. How often do you seek parental approval (for solving problems or making decisions)?	1	2	3	4	5

Use the following scale to answer questions 22-31.

EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	A LITTLE IMPORTANT	NOT AT ALL IMPORTANT
1	2	3	4	5

How necessary is it to you to meet your parent's expectations:

22. Your mother's expectation about work.....	1	2	3	4	5
23. Your father's expectation about work.....	1	2	3	4	5
24. Your mother's expectation about marriage.....	1	2	3	4	5
25. Your father's expectation about marriage.....	1	2	3	4	5
26. Your mother's expectation about parenting....	1	2	3	4	5
27. Your father's expectation about parenting....	1	2	3	4	5
28. Your mother's expectation about appearance... 1	2	3	4	5	
29. Your father's expectation about appearance... 1	2	3	4	5	
30. Your mother's expectation about life style... 1	2	3	4	5	
31. Your father's expectation about life style... 1	2	3	4	5	

Use the following scale to answer questions 32-41.

ALL THE TIME	MOST OF THE TIME	HALF THE TIME	OCCASIONALLY	NEVER
1	2	3	4	5

How often do you feel you must change your behavior to meet your parent's expectations:

32. Your mother's expectation about work.....	1	2	3	4	5
33. Your father's expectation about work.....	1	2	3	4	5
34. Your mother's expectation about marriage.....	1	2	3	4	5
35. Your father's expectation about marriage.....	1	2	3	4	5
36. Your mother's expectation about parenting....	1	2	3	4	5
37. Your father's expectation about parenting....	1	2	3	4	5
38. Your mother's expectation about appearance... 1	2	3	4	5	
39. Your father's expectation about appearance... 1	2	3	4	5	
40. Your mother's expectation about life style... 1	2	3	4	5	
41. Your father's expectation about life style... 1	2	3	4	5	

Use the following situation and this scale to answer questions 42-51.

EXTREMELY	VERY	MODERATELY	A LITTLE	NOT AT ALL
1	2	3	4	5

You invite only one of your parents and not the other to dinner alone with you even though the other parent is interested and available.

42. How willing would you be to invite your mother?...	1	2	3	4	5
43. How willing would you be to invite your father?...	1	2	3	4	5
44. How comfortable would you be inviting your mother?.....	1	2	3	4	5
45. How comfortable would you be inviting your father?.....	1	2	3	4	5
46. How unfair would it be to their marriage to invite your mother?.....	1	2	3	4	5
47. How unfair would it be to their marriage to invite your father?.....	1	2	3	4	5

EXTREMELY	VERY	MODERATELY	A LITTLE	NOT AT ALL
1	2	3	4	5
48. How comfortable would you be dining and having intimate conversation with your mother?.....1	2	3	4	5
49. How comfortable would you be dining and having intimate conversation with your father?.....1	2	3	4	5
50. How guilty would you feel if you did not invite your mother?.....1	2	3	4	5
51. How guilty would you feel if you did not invite your father?.....1	2	3	4	5

Use the following scale to answer the following items about your parents.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5
52. I share my true feelings with my mother about the significant events in my life.....1	2	3	4	5
53. I share my true feelings with my father about the significant events in my life.....1	2	3	4	5
54. My mother and I are important people in each other's lives.....1	2	3	4	5
55. My father and I are important people in each other's lives.....1	2	3	4	5
56. I get together with my mother from time to time for conversation and recreation.....1	2	3	4	5
57. I get together with my father from time to time for conversation and recreation.....1	2	3	4	5
58. I take my mother's thoughts and feelings seriously, but do not always agree or behave in the same way.....1	2	3	4	5
59. I take my father's thoughts and feelings seriously, but do not always agree or behave in the same way.....1	2	3	4	5
60. I openly show tenderness toward my mother.....1	2	3	4	5
61. I openly show tenderness toward my father.....1	2	3	4	5
62. I am fair in my relationships with my mother.....1	2	3	4	5
63. I am fair in my relationships with my father.....1	2	3	4	5
64. I can trust my mother with things we share.....1	2	3	4	5
65. I can trust my father with things we share.....1	2	3	4	5
66. My mother and I have mutual respect for each other.....1	2	3	4	5
67. My father and I have mutual respect for each other.....1	2	3	4	5
68. I am fond of my mother.....1	2	3	4	5
69. I am fond of my father.....1	2	3	4	5
70. My parents do things that embarrass me.....1	2	3	4	5
71. My present day problems would be fewer or less severe if my parents had acted or behaved differently.....1	2	3	4	5

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE		
	1	2	3	4	5		
72. My parents frequently try to change some aspect of my personality.....	1			2	3	4	5
73. I sometimes wonder how much my parents really love me.....	1			2	3	4	5
74. I am usually able to disagree with my parents without losing my temper.....	1			2	3	4	5
75. I often get so emotional with my parents that I cannot think straight.....	1			2	3	4	5
76. I usually help my parents understand me by telling them how I think, feel, and believe.....	1			2	3	4	5
77. My parents say one thing to me and really mean another.....	1			2	3	4	5

Appendix B

Undergraduate Enrollment By College

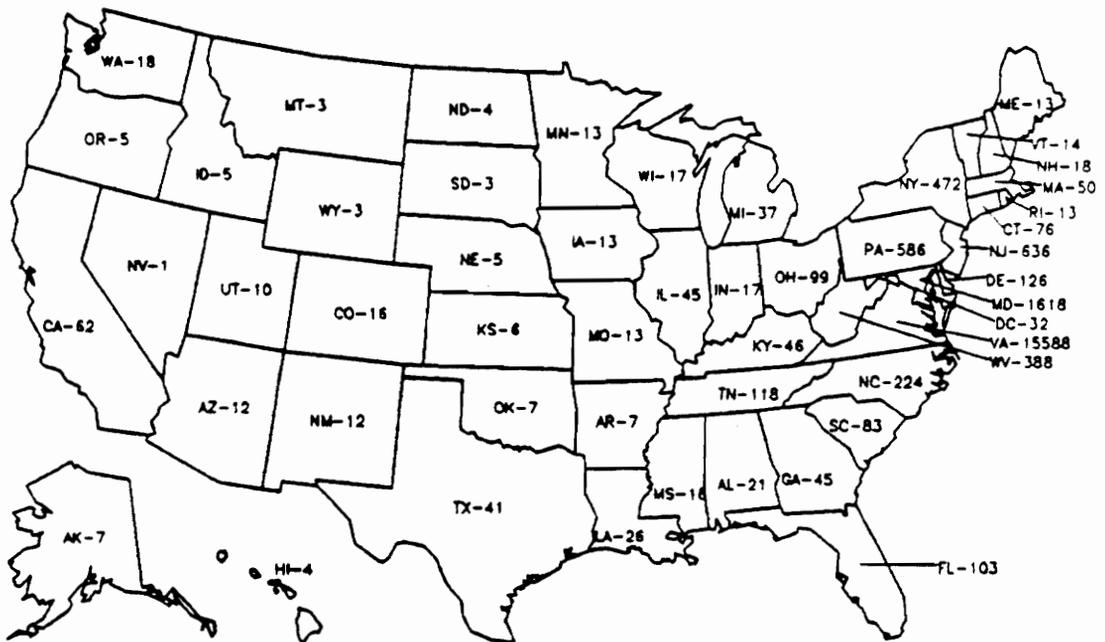
<u>Curriculum</u>	<u>Virginia Tech</u>	<u>Percent</u>	<u>FCD 3314</u>	<u>Percent</u>
Agriculture	1,148	6.33	86	5.99
Architecture	950	5.23	37	2.58
Arts & Sciences	6,323	34.84	530	36.91
Business	3,241	17.86	334	23.26
Education	741	4.08	102	7.10
Engineering	4,635	25.54	253	17.62
Human Resources	1,111	6.12	94	6.55
Totals	18,149	100.00	1,436	100.00

Undergraduate Enrollment By Class Level

<u>Class Level</u>	<u>Virginia Tech</u>	<u>Percent</u>	<u>FCD 3314</u>	<u>Percent</u>
Freshman	5,262	28.99	298	20.75
Sophomore	4,622	25.47	421	29.32
Junior	4,561	25.13	364	25.35
Senior	3,401	18.74	344	23.96
Other	303	1.67	9	0.63

Source: 1. Student Census File
 Institutional Research and Planning Analysis
 2. FCD 3314 Class Roll - Fall 1988; Spring 1989

ON-CAMPUS ENROLLMENT BY STATE FALL 1988



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EDUCATION

Virginia Polytechnic Institute and State University, Blacksburg, VA.
Doctorate of Philosophy in Marriage and Family Therapy.
Expected Completion: May 1990.

California Family Study Center, Burbank, California.
Master of Arts in Marriage, Family, and Child Therapy.
Awarded May 1987.

California State University, Long Beach.
Bachelor of Arts Social and Behavioral Sciences.
Major: Psychology Option: Research. Awarded May 1984.

HONORS

Graduated with Distinction; Nominated Outstanding
Graduating Senior in the Department of Psychology;
Presidents Honor List, 1980, 1982, and 1983.

TEACHING EXPERIENCE

Instructor, Human Sexual Development. Virginia Polytechnic
Institute and State University, (1988 to 1989).

Research Assistant, Department of Family and Child Development,
Virginia Polytechnic Institute and State University. 1987 - 1989.

Group Instructor, Leadership Development Group. Blacksburg Middle
School. Fall 1987 to Spring 1988.

Teaching Assistant, California State University, Long Beach,
Introductory and Abnormal Psychology (1983 to 1984).

PROFESSIONAL EXPERIENCE

1988 **Counselor**, Rocky Mountain Marriage and Family Institute,
to Fort Collins, Colorado.
Present **Responsibilities:** Provide individual, marital, and
family assessment and therapy. Facilitate group for men
under stress and transition. Promote peer group
supervision. Coordinate Reflective Team research.

PROFESSIONAL EXPERIENCE (continued)

- 1988
to
Present
Counselor, Fort Collins Family Stress Clinic, Fort Collins, Colorado.
Responsibilities: Assist medical residents training of Family Systems Theory and application. Provide individual, marital, and family assessment and therapy.
- 1987
to
1989
Counselor, Center for Family Services - Blacksburg, VA.
Responsibilities: Provide assessment, treatment planning, and therapy for children, adolescents, and their families. Individual, couple, and group counseling also provided.
- 1988
to
1989
Counselor, Montgomery County Mental Health, Blacksburg.
Responsibilities: Provide assessment and therapy for individuals, couples and families. Emphasis on court referral cases and substance abuse.
- 1986
to
1987
Counselor, Southeast Council on Alcoholism & Drug Problems Downey, California .
Responsibilities: Employee assistance and substance abuse counseling for individuals and their families.
- 1984
to
1987
Sales Account Manager, Del Monte, USA. Cerritos, CA.
Responsibilities: Representing Del Monte and selling national promotions at four major Southern California grocery chains. Awards: 1986 Distinguished Sales Person, Western United States. 1985 Southern California Sales Representative of the Year.
- 1981
to
1983
Program Counselor, Boys' and Girls' Club of Cypress, CA
Responsibilities: Designed and implemented recreation and self-improvement programs. Promoted recreational therapy and counseling services for minority and single-parent youth. Served as liaison for inter-community events.
- 1980
to
1981
Counselor, Buena Park Recreation Department
Responsibilities: Individual and group counselor for autistic children and adults. Conducted weekly motivation and self-help workshops for parents of dependent autistics. Introduced activities and exercises designed to expand each client's motivation.
- 1976
to
1981
Team Leader, Catholic Association of Student Councils
Responsibilities: Trained high school student body officers leadership skills. Conducted workshops for students and student council moderators in the following areas: motivation, parliamentary procedure, assertiveness training and basic organizational skills. Speaker at leadership conferences in San Francisco, Boston, Chicago, St. Louis, and Notre Dame.

SPORTS TEAMS CONSULTING

Colorado State University, Fall 1989 to Present. Women's Basketball, Volleyball and Tennis. Men's Tennis.

Virginia Polytechnic Institute and State University, 1988 to 1989. Women's Basketball and Tennis.

Responsibilities include: Application of Family Systems Theory athletic teams, develop a competitive mental edge, enhance concentration, improve performance, heighten player/coach communication, boundary clarification, relabeling and development of individual and team rituals, stress reduction, hypnosis and visual imagery.

INVITED PRESENTATIONS

Separation and Divorce from a Developmental Perspective. Keynote address presented to the Bauder Elementary School PTO, Fort Collins, Colorado. January, 1990.

Managing Stress in the Family System. A workshop presented for First Christian Church, Loveland, Colorado. January, 1990.

Discipline of Young Children in the 1990's. A workshop presented for King of Glory Lutheran Church, Loveland, Colorado. December, 1989.

Helping Children and Adolescents Deal With Anger. A workshop presented at the Poudre R-1 Counselor In-Service, Fort Collins, Colorado. November, 1989.

Bridging Systems Theory and Sports Psychology. A workshop presented at the Annual Conference of the American Association for Marriage and Family Therapy, San Francisco, California. October, 1989.

Choice Points in Family and Marital Therapy. An in-service training workshop presented to the clinical psychology interns at Colorado State University. October, 1989.

Effects of the Family System on Weight Management. A workshop presented to Weight Watchers, Fort Collins, Colorado. August, 1989.

Use of Family Systems Therapy in a Long Term Care Setting. A training workshop presented for Healthy Horizons Care Facility, Radford, Virginia. May, 1988.

Intergenerational Influences on Intimate Relationships. A workshop presented to Family Studies graduate students. Virginia Polytechnic Institute and State University. January, 1988.

INVITED PRESENTATIONS (continued)

Genograms and Multigenerational Transmission Processes. A course workshop presented to Family and Child Development students. Virginia Polytechnic Institute and State University. October, 1988.

The Challenges of Marriage and Family Therapy. Keynote address presented to the California Family Study Center Commencement Exercises. May, 1987.

Agency and Communion Trends in a Male-Oriented Magazine Compared to a Female-Oriented Magazine. An invited paper presented at the Annual Conference of the Western Psychological Association, San Francisco. Spring, 1983.

RESEARCH IN PROGRESS

Fathers and Young-Adult Children: Factors Affecting Relationship Strength. Dissertation Research at Virginia Polytechnic Institute and State University.

Reflective Team versus Strategic Team Supervision: Which to Choose? Rocky Mountain Marriage and Family Institute, Fort Collins, Colorado

Employee Assistance Programs: Development and Effectiveness for American Universities. Virginia Polytechnic Institute and State University.

Reflective Supervision: Is it Repeating Family Process? Virginia Polytechnic Institute and State University.

Application of Strategic Family Therapy to Athletic Teams. Virginia Polytechnic Institute and State University.

PROFESSIONAL AFFILIATIONS

American Association of Marriage and Family Therapy
Colorado Association of Marriage and Family Therapy
Virginia Association of Marriage and Family Therapy
California Association of Marriage and Family Therapy
National Council on Family Relations
Outstanding Young Men of America, 1988

Offices

Membership Committee (1989 - Present), Colorado Association of Marriage and Family Therapy.

REFERENCES: Available upon request

Appendix A

CONSENT FORM

Dear Students,

I am conducting a research project which investigates the effect of various factors on relationship strength between fathers and their sons and daughters. At present, most research on the topic is with fathers and pre-teen children. Your participation would contribute to the sparse knowledge of the relationship strength between fathers and their college-age children. I would appreciate your help.

The questions below include demographic information. This data is extremely important for the research. Please do not place your name or any other identifying information on the questionnaire. Your father's name and address is requested at the end so that he may be mailed a similar questionnaire. The information you provide is strictly confidential and will not be available for your father.

It will take between 5-10 minutes to complete the questionnaire. Please answer the questions before leaving class today. When completed, turn in the demographic information and questionnaire to your instructor.

Participation is voluntary and you may withdraw from the study at any time. Your participation is not a part of this class and will have no effect on your course grade.

I encourage you to participate in this study. It should be both interesting and helpful to those who wish to better understand the father and adult-child relationship.

Thank you very much for your assistance.

Sincerely,

Wynn Washle, M.A.

1302 S. Shields, Suite A2-4
Fort Collins, Colorado 80521
(303) 493-8006

Sons and Daughters

The following statements are about your relationship with your father. Please read each statement and decide how well the statement generally describes your relationship with your father. Circle the number which best describes your opinion.

STRONGLY AGREE	1	AGREE	2	DISAGREE	3	STRONGLY DISAGREE	4
1. My father and I never see family problems the same way.....	1	2	3	4			
2. My father accepts what I expect of him in the family.....	1	2	3	4			
3. I know what my father means when he says something.....	1	2	3	4			
4. I can tell when my father is upset.....	1	2	3	4			
5. My father and I aren't close to each other.....	1	2	3	4			
6. My father is reasonable when I make a mistake.....	1	2	3	4			
7. My father and I have the same views about right and wrong.....	1	2	3	4			
8. My father can never accept my answer to a problem.....	1	2	3	4			
9. My father takes his share of family responsibilities.....	1	2	3	4			
10. My father takes what I say the wrong way.....	1	2	3	4			
11. When I'm upset, my father usually knows why.....	1	2	3	4			
12. When I'm upset, I know my father really cares.....	1	2	3	4			
13. Even when I admit I'm wrong, my father doesn't forgive me.....	1	2	3	4			
14. My father and I argue about how to spend our spare time.....	1	2	3	4			
15. When I have a problem, my father helps me with it.....	1	2	3	4			
16. My father complains that I expect too much of him.....	1	2	3	4			
17. If my father is angry with me, I hear about it from someone else.....	1	2	3	4			
18. My father lets me know how he feels about me.....	1	2	3	4			
19. My father still loves me when I argue with him.....	1	2	3	4			
20. I never know how my father will react when I make a mistake.....	1	2	3	4			
21. My father is all wrong about the importance of religion.....	1	2	3	4			
22. When there's a problem between us, my father finds a new way of working it out.....	1	2	3	4			
23. My father often ruins things for me.....	1	2	3	4			
24. My father is available when I want to talk to him.....	1	2	3	4			
25. When my father gets angry with me, he stays upset for days.....	1	2	3	4			
26. My father gets too involved in my affairs.....	1	2	3	4			
27. My father gives me a chance to explain when I make a mistake.....	1	2	3	4			

	STRONGLY AGREE 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 4
28. My father is right about the importance of education.....	1	2	3	4
29. When problems come up between us, my father is all talk and no action.....	1	2	3	4
30. My father expects too much of me.....	1	2	3	4
31. Even if my father disagrees, he still listens to my point of view.....	1	2	3	4
32. My father takes it out on me when he has had a bad day.....	1	2	3	4
33. My father really trusts me.....	1	2	3	4
34. My father is always on my back.....	1	2	3	4
35. There's a big difference between what my father expects of me and how he behaves.....	1	2	3	4
36. I can count on my father to help me in a crisis.....	1	2	3	4
37. My father and I have the same views about who should do what in our family.....	1	2	3	4
38. I often don't know whether to believe what my father says.....	1	2	3	4
39. When my father is upset, he tries to get me to take sides.....	1	2	3	4
40. My father worries too much about me.....	1	2	3	4
41. I don't need to remind my father to do his share.....	1	2	3	4
42. My father is right about the importance of being successful.....	1	2	3	4

The following questions ask about your current relationship with your parents and significant other (mate, steady friend, lover). Please select the answers which best reflect your current relationships with them. There are no right or wrong answers. If you do not have a significant other, then answer the questions as they might apply to your most recent significant other.
Please circle the number which best reflects your opinion.

	EXCELLENT 1	GOOD 2	FAIR 3	POOR 4	VERY POOR 5
Rate the quality of you relationship with:					
1. your significant other.....	1	2	3	4	5
2. your mother.....	1	2	3	4	5
3. your father.....	1	2	3	4	5

	VERY SATISFIED 1	SATISFIED 2	NEUTRAL 3	DISSATISFIED 4	VERY DISSATISFIED 5
Rate the satisfaction with your relationship with:					
4. your significant other.....	1	2	3	4	5
5. your mother.....	1	2	3	4	5
6. your father.....	1	2	3	4	5
How satisfied are you with the frequency of contact (letter, phone, in person) which you have with:					
7. your mother.....	1	2	3	4	5
8. your father.....	1	2	3	4	5

Use the following scale to answer questions 9-16.

	ALL THE TIME 1	MOST OF THE TIME 2	HALF THE TIME 3	OCCASIONALLY 4	NEVER 5
9.	To meet my mother's expectation concerning my school/work, I feel I must change my behavior.....				
10.	To meet my father's expectation concerning my school/work, I feel I must change my behavior.....				
11.	To meet my mother's expectation concerning my marriage, I feel I must change my behavior...				
12.	To meet my father's expectation concerning my marriage, I feel I must change my behavior...				
13.	To meet my mother's expectation concerning my appearance, I feel I must change my behavior.				
14.	To meet my father's expectation concerning my appearance, I feel I must change my behavior.				
15.	To meet my mother's expectation concerning my life style, I feel I must change my behavior.				
16.	To meet my father's expectation concerning my life style, I feel I must change my behavior.				

Use the following scale to answer items 17-41.

	STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5
17.	I usually help my parents understand me by telling them how I think, feel, and believe.....				
18.	I sometimes wonder how much my parents really love me.....				
19.	I get together with my mother from time to time for conversation and recreation.....				
20.	I get together with my father from time to time for conversation and recreation.....				
21.	I often get so emotional with my parents that I cannot think straight.....				
22.	I share my true feelings with my mother about the significant events in my life.....				
23.	I share my true feelings with my father about the significant events in my life.....				
24.	I worry that my parents cannot take care of themselves when I am not around.....				
25.	I can trust my mother with things we share.....				
26.	I can trust my father with things we share.....				
27.	I am fair in my relationships with my mother.....				
28.	I am fair in my relationships with my father.....				

	ALL THE TIME 1	MOST OF THE TIME 2	HALF THE TIME 3	OCCASIONALLY 4	NEVER 5		
29. I am usually able to disagree with my parents without losing my temper.....	1			2	3	4	5
30. My parents do things that embarrass me.....	1			2	3	4	5
31. I openly show tenderness toward my mother.....	1			2	3	4	5
32. I openly show tenderness toward my father.....	1			2	3	4	5
33. My mother and I have mutual respect for each other.....	1			2	3	4	5
34. My father and I have mutual respect for each other.....	1			2	3	4	5
35. I am fond of my mother.....	1			2	3	4	5
36. I am fond of my father.....	1			2	3	4	5
37. My parents say one thing to me and really mean another.....	1			2	3	4	5
38. My father and I are important people in each other's lives.....	1			2	3	4	5
39. My parents frequently try to change some aspect of my personality.....	1			2	3	4	5
40. My mother and I are important people in each other's lives.....	1			2	3	4	5
41. My present day problems would be fewer or less severe if my parents had acted or behaved differently.....	1			2	3	4	5

Questions 42-58 have to do with your significant other (mate, steady friend, lover). If you do not have a significant other, then answer the questions as they might apply to your most likely or most recent significant other.

	STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5		
42. My sex life with my significant other is quite satisfactory.....	1			2	3	4	5
43. My significant other and I have many interests which we chose to share.....	1			2	3	4	5
44. My significant other and I frequently talk together about the significant events in our lives.....	1			2	3	4	5
45. My significant other and I like to get together for conversation and recreation.....	1			2	3	4	5
46. My significant other and I can trust each other with the things that we tell one another.....	1			2	3	4	5
47. My significant other and I frequently show tenderness with each other.....	1			2	3	4	5
48. My significant other and I are fair in our relationship with each other.....	1			2	3	4	5
49. My significant other and I have mutual respect for each other.....	1			2	3	4	5
50. My significant other and I are fond of each other.....	1			2	3	4	5

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
51. I am usually able to disagree with my significant other without losing my temper.....1				2	3 4 5
52. My significant other is usually able to disagree with me without losing his/her temper.....1				2	3 4 5
53. My significant other worries that I cannot take care of myself when he/she is not around.....1				2	3 4 5
54. I worry that my significant other cannot take care of him/herself when I am not around.....1				2	3 4 5
55. I often get so emotional with my significant other that I cannot think straight.....1				2	3 4 5
56. My significant other often gets so emotional with me that he/she cannot think straight.....1				2	3 4 5
57. I feel my significant other says one thing and really means another.....1				2	3 4 5
58. My significant other feels that I say one thing to him/her and really mean another.....1				2	3 4 5

Family Information Sheet - Sons and Daughters

- 1) Please list all the children in your family including yourself, in the spaces provided below. Names are not needed.
- 2) Circle M or F to indicate whether the person is male or female.
- 3) Fill in each person's present age and birth date (month, day and year) in the space provided.
- 4) Circle the position that you occupy in your family.

	M	F	Age	Birthdate	Marital Status		
					Single	Married	Divorced
1st child			_____	_____	_____	_____	_____
2nd child			_____	_____	_____	_____	_____
3rd child			_____	_____	_____	_____	_____
4th child			_____	_____	_____	_____	_____
5th child			_____	_____	_____	_____	_____
6th child			_____	_____	_____	_____	_____
7th child			_____	_____	_____	_____	_____
8th child			_____	_____	_____	_____	_____
9th child			_____	_____	_____	_____	_____

If there are more than nine children in your family, please continue to list them in the same manner and give the same information for each on the back of this page.

- 5) The person participating in this study with me is my:
(Circle number)
 1. BIOLOGICAL FATHER
 2. ADOPTIVE FATHER - Your age when he became your adoptive father? _____
 3. STEPFATHER - Your age when he became your stepfather? _____

- 6) Have you had continual semi-annual (minimum) visits with your father?
(Circle number)
 1. YES
 2. NO

- 7) What is your father's name and mailing address? (Please Print)

Name: _____

Address: _____

CONSENT FORM

Dear Sir,

I am conducting a research project which investigates the effect of various factors on relationship strength between fathers and their sons and daughters. One of your children has already voluntarily participated in this project. At present, most research on the topic is with fathers and pre-teen children. Your participation would contribute to the sparse knowledge of the relationship strength between fathers and their college-age children. I would appreciate your help.

The questions below include demographic information. This data is extremely important for the research. Please do not place your name or any other identifying information on the questionnaire. The child is participating in this study with you is identified on the bottom of the page. The information you provide is strictly confidential and will not be available for your son or daughter.

It will take between 5-10 minutes to complete the questionnaire. When completed, please return the demographic information and questionnaire in the stamped envelope provided.

Participation is voluntary and you may withdraw from the study at any time. Your participation is not a part of your son's or daughter's class and will have no effect on their course grade.

I encourage you to participate in this study. It should be both interesting and helpful to those who wish to better understand the father and adult-child relationship.

Thank you very much for your assistance.

Sincerely,

Wynn Washle, M.A.

1302 S. Shields, Suite A2-4
Fort Collins, Colorado 80521
(303) 493-8006

Fathers with Son

The following statements are about you relationship with your son (who is participating in this study). Please read each statement and decide how well the statement generally describes your relationship with this son. Circle the number which best describes your opinion.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	
1. My son and I never see family problems the same way.....	1	2	3	4
2. My son accepts what I expect of him in the family.....	1	2	3	4
3. I know what my son means when he says something.....	1	2	3	4
4. I can tell when my son is upset.....	1	2	3	4
5. My son and I aren't close to each other.....	1	2	3	4
6. My son is reasonable when I make a mistake.....	1	2	3	4
7. My son and I have the same views about right and wrong.....	1	2	3	4
8. My son can never accept my answer to a problem.....	1	2	3	4
9. My son takes his share of family responsibilities...	1	2	3	4
10. My son takes what I say the wrong way.....	1	2	3	4
11. When I'm upset, my son usually knows why.....	1	2	3	4
12. When I'm upset, I know my son really cares.....	1	2	3	4
13. Even when I admit I'm wrong, my son doesn't forgive me.....	1	2	3	4
14. My son and I argue about how to spend our spare time.....	1	2	3	4
15. When I have a problem, my son helps me with it.....	1	2	3	4
16. My son complains that I expect too much of him.....	1	2	3	4
17. If my son is angry with me, I hear about it from someone else.....	1	2	3	4
18. My son lets me know how he feels about me.....	1	2	3	4
19. My son still loves me when I argue with him.....	1	2	3	4
20. I never know how my son will react when I make a mistake.....	1	2	3	4
21. My son is all wrong about the importance of religion.....	1	2	3	4
22. When there's a problem between us, my son finds a new way of working it out.....	1	2	3	4
23. My son often ruins things for me.....	1	2	3	4
24. My son is available when I want to talk to him.....	1	2	3	4
25. When my son gets angry with me, he stays upset for days.....	1	2	3	4
26. My son gets too involved in my affairs.....	1	2	3	4
27. My son gives me a chance to explain when I make a mistake.....	1	2	3	4

	STRONGLY AGREE 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 4
28. My son is right about the importance of education.....	1	2	3	4
29. When problems come up between us, my son is all talk and no action.....	1	2	3	4
30. My son expects too much of me.....	1	2	3	4
31. Even if my son disagrees, he still listens to my point of view.....	1	2	3	4
32. My son takes it out on me when he has had a bad day.....	1	2	3	4
33. My son really trusts me.....	1	2	3	4
34. My son is always on my back.....	1	2	3	4
35. There's a big difference between what my son expects of me and how he behaves.....	1	2	3	4
36. I can count on my son to help me in a crisis.....	1	2	3	4
37. My son and I have the same views about who should do what in our family.....	1	2	3	4
38. I often don't know whether to believe what my son says.....	1	2	3	4
39. When my son is upset, he tries to get me to take sides.....	1	2	3	4
40. My son worries too much about me.....	1	2	3	4
41. I don't need to remind my son to do his share.....	1	2	3	4
42. My son is right about the importance of being successful.....	1	2	3	4

The following questions ask about your current relationship with your parents, and your children. Please select the answers which best reflect your current relationships with these people. There are no right or wrong answers. If one or both of your parents are deceased, then answer about your deceased parent(s) in terms of how you remember your relationship(s). Please circle the number which best reflects your opinion.

	EXCELLENT 1	GOOD 2	FAIR 3	POOR 4	VERY POOR 5
Rate the quality of you relationship with:					
1. your mate.....	1	2	3	4	5
2. your children.....	1	2	3	4	5
3. your mother.....	1	2	3	4	5
4. your father.....	1	2	3	4	5

VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
1	2	3	4	5

Rate the satisfaction with your relationship with:

5. your mate.....	1	2	3	4	5
6. your children.....	1	2	3	4	5
7. your mother.....	1	2	3	4	5
8. your father.....	1	2	3	4	5

How satisfied are you with the frequency of contact (letter, phone, in person) which you have with:

9. your mother.....	1	2	3	4	5
10. your father.....	1	2	3	4	5

Use the following scale to answer questions 11, 12, 13.

TOTALLY RESPONSIBLE	VERY RESPONSIBLE	MODERATELY RESPONSIBLE	A LITTLE RESPONSIBLE	NOT AT ALL RESPONSIBLE
1	2	3	4	5

11. When your mate is having a distressing problem at work, to what extent do you feel personally responsible to provide a solution to the problem.....	1	2	3	4	5
12. When one of your parents is having a distressing problem, to what extent do you feel personally responsible to provide a solution to the problem.....	1	2	3	4	5
13. When your parents are having a significant problem in their marriage, to what extent do you feel personally responsible to provide a solution to their problem.....	1	2	3	4	5

Use the following scale to answer questions 14, 15, 16, 17.

MUCH LESS	LESS	SAME	MORE	MUCH MORE
1	2	3	4	5

How does your job success and satisfaction compare to your parents job success and satisfaction?

14. mother's financial success.....	1	2	3	4	5
15. mother's emotional satisfaction.....	1	2	3	4	5
16. father's financial success.....	1	2	3	4	5
17. father's emotional satisfaction.....	1	2	3	4	5

Use the following scale to answer questions 18, 19, 20, 21.

ALL THE TIME	MOST OF THE TIME	HALF THE TIME	OCCASIONALLY	NEVER
1	2	3	4	5

18. How often do you think of your self as your mother's "little boy".....	1	2	3	4	5
19. How often do you think of your self as your father's "little boy".....	1	2	3	4	5
20. How reluctant are you to do anything that would bring about an intense emotional response from you parents, such as anger, hurt, shock, or embarrassment?.....	1	2	3	4	5
21. How often do you seek parental approval (for solving problems or making decisions)?.....	1	2	3	4	5

Use the following scale to answer questions 22-31.

EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	A LITTLE IMPORTANT	NOT AT ALL IMPORTANT
1	2	3	4	5

How necessary is it to you to meet your parent's expectations:

22. Your mother's expectation about work.....	1	2	3	4	5
23. Your father's expectation about work.....	1	2	3	4	5
24. Your mother's expectation about marriage.....	1	2	3	4	5
25. Your father's expectation about marriage.....	1	2	3	4	5
26. Your mother's expectation about parenting....	1	2	3	4	5
27. Your father's expectation about parenting....	1	2	3	4	5
28. Your mother's expectation about appearance... 1	2	3	4	5	
29. Your father's expectation about appearance... 1	2	3	4	5	
30. Your mother's expectation about life style... 1	2	3	4	5	
31. Your father's expectation about life style... 1	2	3	4	5	

Use the following scale to answer questions 32-41.

ALL THE TIME	MOST OF THE TIME	HALF THE TIME	OCCASIONALLY	NEVER
1	2	3	4	5

How often do you feel you must change your behavior to meet your parent's expectations:

32. Your mother's expectation about work.....	1	2	3	4	5
33. Your father's expectation about work.....	1	2	3	4	5
34. Your mother's expectation about marriage.....	1	2	3	4	5
35. Your father's expectation about marriage.....	1	2	3	4	5
36. Your mother's expectation about parenting....	1	2	3	4	5
37. Your father's expectation about parenting....	1	2	3	4	5
38. Your mother's expectation about appearance... 1	2	3	4	5	
39. Your father's expectation about appearance... 1	2	3	4	5	
40. Your mother's expectation about life style... 1	2	3	4	5	
41. Your father's expectation about life style... 1	2	3	4	5	

Use the following situation and this scale to answer questions 42-51.

EXTREMELY	VERY	MODERATELY	A LITTLE	NOT AT ALL
1	2	3	4	5

You invite only one of your parents and not the other to dinner alone with you even though the other parent is interested and available.

42. How willing would you be to invite your mother?... 1	2	3	4	5
43. How willing would you be to invite your father?... 1	2	3	4	5
44. How comfortable would you be inviting your mother?..... 1	2	3	4	5
45. How comfortable would you be inviting your father?..... 1	2	3	4	5
46. How unfair would it be to their marriage to invite your mother?..... 1	2	3	4	5
47. How unfair would it be to their marriage to invite your father?..... 1	2	3	4	5

	EXTREMELY 1	VERY 2	MODERATELY 3	A LITTLE 4	NOT AT ALL 5
48. How comfortable would you be dining and having intimate conversation with your mother?.....1				2	3 4 5
49. How comfortable would you be dining and having intimate conversation with your father?.....1				2	3 4 5
50. How guilty would you feel if you did not invite your mother?.....1				2	3 4 5
51. How guilty would you feel if you did not invite your father?.....1				2	3 4 5

Use the following scale to answer the following items about your parents.

	STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5
52. I share my true feelings with my mother about the significant events in my life.....1				2	3 4 5
53. I share my true feelings with my father about the significant events in my life.....1				2	3 4 5
54. My mother and I are important people in each other's lives.....1				2	3 4 5
55. My father and I are important people in each other's lives.....1				2	3 4 5
56. I get together with my mother from time to time for conversation and recreation.....1				2	3 4 5
57. I get together with my father from time to time for conversation and recreation.....1				2	3 4 5
58. I take my mother's thoughts and feelings seriously, but do not always agree or behave in the same way.....1				2	3 4 5
59. I take my father's thoughts and feelings seriously, but do not always agree or behave in the same way.....1				2	3 4 5
60. I openly show tenderness toward my mother.....1				2	3 4 5
61. I openly show tenderness toward my father.....1				2	3 4 5
62. I am fair in my relationships with my mother.....1				2	3 4 5
63. I am fair in my relationships with my father.....1				2	3 4 5
64. I can trust my mother with things we share.....1				2	3 4 5
65. I can trust my father with things we share.....1				2	3 4 5
66. My mother and I have mutual respect for each other.....1				2	3 4 5
67. My father and I have mutual respect for each other.....1				2	3 4 5
68. I am fond of my mother.....1				2	3 4 5
69. I am fond of my father.....1				2	3 4 5
70. My parents do things that embarrass me.....1				2	3 4 5
71. My present day problems would be fewer or less severe if my parents had acted or behaved differently.....1				2	3 4 5

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
72. My parents frequently try to change some aspect of my personality.....	1			2	3 4 5
73. I sometimes wonder how much my parents really love me.....	1			2	3 4 5
74. I am usually able to disagree with my parents without losing my temper.....	1			2	3 4 5
75. I often get so emotional with my parents that I cannot think straight.....	1			2	3 4 5
76. I usually help my parents understand me by telling them how I think, feel, and believe.....	1			2	3 4 5
77. My parents say one thing to me and really mean another.....	1			2	3 4 5

Fathers with Daughter

The following statements are about your relationship with your daughter (who is participating in this study). Please read each statement and decide how well the statement generally describes your relationship with this daughter. Circle the number which best describes your opinion.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	4
1. My daughter and I never see family problems the same way.....	1	2	3	4
2. My daughter accepts what I expect of her in the family.....	1	2	3	4
3. I know what my daughter means when she says something.....	1	2	3	4
4. I can tell when my daughter is upset.....	1	2	3	4
5. My daughter and I aren't close to each other.....	1	2	3	4
6. My daughter is reasonable when I make a mistake.....	1	2	3	4
7. My daughter and I have the same views about right and wrong.....	1	2	3	4
8. My daughter can never accept my answer to a problem.....	1	2	3	4
9. My daughter takes her share of family responsibilities.....	1	2	3	4
10. My daughter takes what I say the wrong way.....	1	2	3	4
11. When I'm upset, my daughter usually knows why.....	1	2	3	4
12. When I'm upset, I know my daughter really cares.....	1	2	3	4
13. Even when I admit I'm wrong, my daughter doesn't forgive me.....	1	2	3	4
14. My daughter and I argue about how to spend our spare time.....	1	2	3	4
15. When I have a problem, my daughter helps me with it.....	1	2	3	4
16. My daughter complains that I expect too much of her.....	1	2	3	4
17. If my daughter is angry with me, I hear about it from someone else.....	1	2	3	4
18. My daughter lets me know how she feels about me.....	1	2	3	4
19. My daughter still loves me when I argue with her.....	1	2	3	4
20. I never know how my daughter will react when I make a mistake.....	1	2	3	4
21. My daughter is all wrong about the importance of religion.....	1	2	3	4
22. When there's a problem between us, my daughter finds a new way of working it out.....	1	2	3	4
23. My daughter often ruins things for me.....	1	2	3	4
24. My daughter is available when I want to talk to her.....	1	2	3	4
25. When my daughter gets angry with me, she stays upset for days.....	1	2	3	4
26. My daughter gets too involved in my affairs.....	1	2	3	4
27. My daughter gives me a chance to explain when I make a mistake.....	1	2	3	4

	STRONGLY AGREE 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 4
28. My daughter is right about the importance of education.....	1	2	3	4
29. When problems come up between us, my daughter is all talk and no action.....	1	2	3	4
30. My daughter expects too much of me.....	1	2	3	4
31. Even if my daughter disagrees, she still listens to my point of view.....	1	2	3	4
32. My daughter takes it out on me when she has had a bad day.....	1	2	3	4
33. My daughter really trusts me.....	1	2	3	4
34. My daughter is always on my back.....	1	2	3	4
35. There's a big difference between what my daughter expects of me and how she behaves.....	1	2	3	4
36. I can count on my daughter to help me in a crisis...	1	2	3	4
37. My daughter and I have the same views about who should do what in our family.....	1	2	3	4
38. I often don't know whether to believe what my daughter says.....	1	2	3	4
39. When my daughter is upset, she tries to get me to take sides.....	1	2	3	4
40. My daughter worries too much about me.....	1	2	3	4
41. I don't need to remind my daughter to do her share.....	1	2	3	4
42. My daughter is right about the importance of being successful.....	1	2	3	4

The following questions ask about your current relationship with your parents, and your children. Please select the answers which best reflect your current relationships with these people. There are no right or wrong answers. If one or both of your parents are deceased, then answer about your deceased parent(s) in terms of how you remember your relationship(s). Please circle the number which best reflects your opinion.

	EXCELLENT 1	GOOD 2	FAIR 3	POOR 4	VERY POOR 5
Rate the quality of you relationship with:					
1. your mate.....	1	2	3	4	5
2. your children.....	1	2	3	4	5
3. your mother.....	1	2	3	4	5
4. your father.....	1	2	3	4	5

Use the following scale to answer items 5-10.

VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	
1	2	3	4	5	
Rate the satisfaction with your relationship with:					
5. your mate.....	1	2	3	4	5
6. your children.....	1	2	3	4	5
7. your mother.....	1	2	3	4	5
8. your father.....	1	2	3	4	5
How satisfied are you with the frequency of contact (letter, phone, in person) which you have with:					
9. your mother.....	1	2	3	4	5
10. your father.....	1	2	3	4	5

Use the following scale to answer items 11, 12, 13.

TOTALLY RESPONSIBLE	VERY RESPONSIBLE	MODERATELY RESPONSIBLE	A LITTLE RESPONSIBLE	NOT AT ALL RESPONSIBLE	
1	2	3	4	5	
11. When your mate is having a distressing problem at work, to what extent do you feel personally responsible to provide a solution to the problem.....	1	2	3	4	5
12. When one of your parents is having a distressing problem, to what extent do you feel personally responsible to provide a solution to the problem.....	1	2	3	4	5
13. When your parents are having a significant problem in their marriage, to what extent do you feel personally responsible to provide a solution to their problem.....	1	2	3	4	5

Use the following scale to answer questions 14, 15, 16, 17.

MUCH LESS	LESS	SAME	MORE	MUCH MORE	
1	2	3	4	5	
How does your job success and satisfaction compare to your parents job success and satisfaction?					
14. mother's financial success.....	1	2	3	4	5
15. mother's emotional satisfaction.....	1	2	3	4	5
16. father's financial success.....	1	2	3	4	5
17. father's emotional satisfaction.....	1	2	3	4	5

Use the following scale to answer questions 18, 19, 20, 21.

ALL THE TIME	MOST OF THE TIME	HALF THE TIME	OCCASIONALLY	NEVER	
1	2	3	4	5	
18. How often do you think of your self as your mother's "little boy"?	1	2	3	4	5
19. How often do you think of your self as your father's "little boy"?	1	2	3	4	5
20. How reluctant are you to do anything that would bring about an intense emotional response from you parents, such as anger, hurt, shock, or embarrassment?	1	2	3	4	5
21. How often do you seek parental approval (for solving problems or making decisions)?	1	2	3	4	5

Use the following scale to answer questions 22-31.

EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	A LITTLE IMPORTANT	NOT AT ALL IMPORTANT	
1	2	3	4	5	
How necessary is it to you to meet your parent's expectations:					
22. Your mother's expectation about work.....	1	2	3	4	5
23. Your father's expectation about work.....	1	2	3	4	5
24. Your mother's expectation about marriage.....	1	2	3	4	5
25. Your father's expectation about marriage.....	1	2	3	4	5
26. Your mother's expectation about parenting....	1	2	3	4	5
27. Your father's expectation about parenting....	1	2	3	4	5
28. Your mother's expectation about appearance... 1	2	3	4	5	
29. Your father's expectation about appearance... 1	2	3	4	5	
30. Your mother's expectation about life style... 1	2	3	4	5	
31. Your father's expectation about life style... 1	2	3	4	5	

Use the following scale to answer questions 32-41.

ALL THE TIME	MOST OF THE TIME	HALF THE TIME	OCCASIONALLY	NEVER	
1	2	3	4	5	
How often do you feel you must change your behavior to meet your parent's expectations:					
32. Your mother's expectation about work.....	1	2	3	4	5
33. Your father's expectation about work.....	1	2	3	4	5
34. Your mother's expectation about marriage.....	1	2	3	4	5
35. Your father's expectation about marriage.....	1	2	3	4	5
36. Your mother's expectation about parenting....	1	2	3	4	5
37. Your father's expectation about parenting....	1	2	3	4	5
38. Your mother's expectation about appearance... 1	2	3	4	5	
39. Your father's expectation about appearance... 1	2	3	4	5	
40. Your mother's expectation about life style... 1	2	3	4	5	
41. Your father's expectation about life style... 1	2	3	4	5	

Use the following situation and this scale to answer questions 42-51.

EXTREMELY	VERY	MODERATELY	A LITTLE	NOT AT ALL
1	2	3	4	5
You invite only one of your parents and not the other to dinner alone with you even though the other parent is interested and available.				
42. How willing would you be to invite your mother?... 1	2	3	4	5
43. How willing would you be to invite your father?... 1	2	3	4	5
44. How comfortable would you be inviting your mother?..... 1	2	3	4	5
45. How comfortable would you be inviting your father?..... 1	2	3	4	5
46. How unfair would it be to their marriage to invite your mother?..... 1	2	3	4	5
47. How unfair would it be to their marriage to invite your father?..... 1	2	3	4	5

EXTREMELY	VERY	MODERATELY	A LITTLE	NOT AT ALL	
1	2	3	4	5	
48.	How comfortable would you be dining and having intimate conversation with your mother?.....1	2	3	4	5
49.	How comfortable would you be dining and having intimate conversation with your father?.....1	2	3	4	5
50.	How guilty would you feel if you did not invite your mother?.....1	2	3	4	5
51.	How guilty would you feel if you did not invite your father?.....1	2	3	4	5

Use the following scale to answer the following items about your parents.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	5	
52.	I share my true feelings with my mother about the significant events in my life.....1	2	3	4	5
53.	I share my true feelings with my father about the significant events in my life.....1	2	3	4	5
54.	My mother and I are important people in each other's lives.....1	2	3	4	5
55.	My father and I are important people in each other's lives.....1	2	3	4	5
56.	I get together with my mother from time to time for conversation and recreation.....1	2	3	4	5
57.	I get together with my father from time to time for conversation and recreation.....1	2	3	4	5
58.	I take my mother's thoughts and feelings seriously, but do not always agree or behave in the same way.....1	2	3	4	5
59.	I take my father's thoughts and feelings seriously, but do not always agree or behave in the same way.....1	2	3	4	5
60.	I openly show tenderness toward my mother.....1	2	3	4	5
61.	I openly show tenderness toward my father.....1	2	3	4	5
62.	I am fair in my relationships with my mother.....1	2	3	4	5
63.	I am fair in my relationships with my father.....1	2	3	4	5
64.	I can trust my mother with things we share.....1	2	3	4	5
65.	I can trust my father with things we share.....1	2	3	4	5
66.	My mother and I have mutual respect for each other.....1	2	3	4	5
67.	My father and I have mutual respect for each other.....1	2	3	4	5
68.	I am fond of my mother.....1	2	3	4	5
69.	I am fond of my father.....1	2	3	4	5
70.	My parents do things that embarrass me.....1	2	3	4	5
71.	My present day problems would be fewer or less severe if my parents had acted or behaved differently.....1	2	3	4	5

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
	1	2	3	4	5
72. My parents frequently try to change some aspect of my personality.....	1			2	3 4 5
73. I sometimes wonder how much my parents really love me.....	1			2	3 4 5
74. I am usually able to disagree with my parents without losing my temper.....	1			2	3 4 5
75. I often get so emotional with my parents that I cannot think straight.....	1			2	3 4 5
76. I usually help my parents understand me by telling them how I think, feel, and believe.....	1			2	3 4 5
77. My parents say one thing to me and really mean another.....	1			2	3 4 5

Family Information Sheet - Fathers

- 1) Please list all the siblings in your family (your brothers and sisters) including yourself, in the spaces provided below. Names are not needed.
- 2) Circle M or F to indicate whether the person is male or female.
- 3) Fill in each person's present age and birth date (month, day and year) in the space provided. Please include the birth date of any siblings who may be deceased.
- 4) Circle the position that you occupy in your family.

			Age	Birth Date	Marital Status		
					Single	Married	Divorced
1st child	M	F	_____	_____	_____	_____	
2nd child	M	F	_____	_____	_____	_____	
3rd child	M	F	_____	_____	_____	_____	
4th child	M	F	_____	_____	_____	_____	
5th child	M	F	_____	_____	_____	_____	
6th child	M	F	_____	_____	_____	_____	
7th child	M	F	_____	_____	_____	_____	
8th child	M	F	_____	_____	_____	_____	
9th child	M	F	_____	_____	_____	_____	

If there are more than nine children in your family, please continue to list them in the same manner and give the same information for each on the back of this page.

The person participating in this study with you is your _____

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Appendix B

Undergraduate Enrollment By College

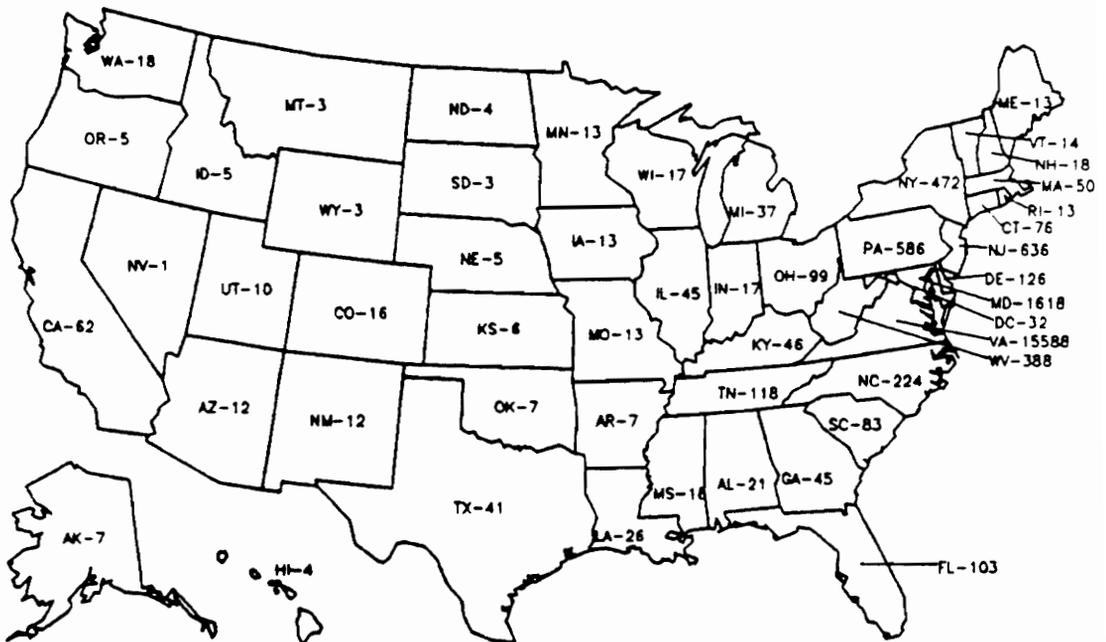
<u>Curriculum</u>	<u>Virginia Tech</u>	<u>Percent</u>	<u>FCD 3314</u>	<u>Percent</u>
Agriculture	1,148	6.33	86	5.99
Architecture	950	5.23	37	2.58
Arts & Sciences	6,323	34.84	530	36.91
Business	3,241	17.86	334	23.26
Education	741	4.08	102	7.10
Engineering	4,635	25.54	253	17.62
Human Resources	1,111	6.12	94	6.55
Totals	18,149	100.00	1,436	100.00

Undergraduate Enrollment By Class Level

<u>Class Level</u>	<u>Virginia Tech</u>	<u>Percent</u>	<u>FCD 3314</u>	<u>Percent</u>
Freshman	5,262	28.99	298	20.75
Sophomore	4,622	25.47	421	29.32
Junior	4,561	25.13	364	25.35
Senior	3,401	18.74	344	23.96
Other	303	1.67	9	0.63

Source: 1. Student Census File
Institutional Research and Planning Analysis
2. FCD 3314 Class Roll - Fall 1988; Spring 1989

ON-CAMPUS ENROLLMENT BY STATE FALL 1988



LOCAL RESIDENCE OF ON-CAMPUS STUDENTS
FALL 1988

	UNDERGRADUATE	GRADUATE	PROFESSIONAL	TOTAL
Residence Halls	8,085	101	3	8,189
Blacksburg Area	9,473	3,431	264	13,168
Montgomery County and Adjacent Areas	591	376	37	1,004
All Locations	18,149	3,908	304	22,361

SOURCE: Student Census File
Institutional Research and Planning Analysis