

FATHERS AND DAUGHTERS:  
AN ASSESSMENT OF THE INDIVIDUATION  
AND STRENGTH OF THEIR RELATIONSHIP

by

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(Abstract)

The purpose of this study was to investigate the level of strength/weakness and fusion/individuation of the father-daughter relationship. Senior girls in a midwestern high school and their fathers were surveyed regarding these aspects of their relationship. Both fathers and daughters provided assessments of the strength/weakness and fusion/individuation of their relationship. The instruments used were the Family Assessment Measure (FAM) and the intergenerational fusion/individuation scale of the Personal Authority in the Family System (PAFS).

Results revealed a significant difference between fathers' and daughters' assessments of the level of fusion/individuation of their relationship. There was no significant difference in their assessment of the strength/weakness. They both scored within the normal range of strength and individuation. There was no difference in the strength/weakness of their relationship across education levels of fathers. Sibling position of the fathers and daughters did not affect the quality of the relationship.

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## CHAPTER I

### INTRODUCTION

Interest in fathers as active influences in their childrens' lives has become more popular since the 1970's. Most of the popular literature and empirical research regarding parent-child relationships has been focused on the mother with the most frequently studied dyad being mother-son. The relationship between fathers and daughters has been the least explored parent-child interaction. Dr. Michael Lamb, who has conducted extensive research on fathers stated "fathers have long been the forgotten parent, daughters the forgotten offspring" (Fields 1983, p.6).

There have been several societal changes which have contributed to a greater interest in fathers as parents. The divorce rate has contributed to an increase of fathers parenting their children alone. "Households maintained by a man with children but no wife present increased by more than 60% during the decade of the 70's" (Spanier 1986, p.37). Spanier predicts this trend will increase in the 1980's among middle and upper-middle classes.

Role expectations are also changing for men. Kersten and Kersten (1986) discuss factors of women's education, employment, and the liberation process as contributing to these role changes. They report "there is a increased willingness for men to give up total control in marriage and to become more flexible in their gender role orientation" p.51).

Hanson (1985) perceives these changes as positive and states "society is indeed changing, offering men much greater opportunity to father than they have had in the past. Even as mothers have moved out of the home to further actualize their potential, so have many fathers rediscovered the family and the home. This is an exciting time in history in which to be a parent, and especially in which to be a father" (p.72).

As more and more women pursue careers, they bring further attention to the influence their fathers had upon their career choice and success. Signe (1982) states there is evidence to indicate that many high achieving women have strong supportive fathers, who encourage them to be independent, to achieve and to take risks. Appleton's research indicates that father's influence on his daughter's career is determined by how he relates, what he expects, and whether he instructs. Warm fathers with low expectations influence their daughters differently than

fathers with high expectations who show daughters how to enter and be successful in a career. Male parents with high expectations who are cold and do not instruct often produce ambitious, frustrated and angry daughters (Appleton, 1981).

Therapy has also become more acceptable in the 80's and this provides us additional data about the importance of fathers' influence on their daughters. Anderson (1983) states that "a father is at the very least, usually the second most important figure in our early lives and yet we loathe to examine our turbulent, always powerful feelings toward him. Of all the family members he is the one about whom we know the least and from whom we demanded the most" (p.ix).

Leonard (1982) describes the psychological impact of this relationship. She says the father is the first masculine figure in the daughter's life and is the primary shaper of the way she relates to the masculine side of herself and ultimately to men. She describes two extreme traits which emerge from unhealthy relationships. The first is continued dependence when women accept identities placed upon them by others and they have an overall feeling of weakness and helplessness. The second is the opposite where they identify with the masculine strength and power and the emphasis is on achievement and being in control,

yet they remain lonely because they cannot relate. She says that these wounds are a condition of our society.

"In our culture, mothering is a job, fathering is a hobby" (Owen, 1981, p.xiii). However Owen indicates there is enormous power and influence within the father-daughter relationship. "Fathers can make or break a daughter's confidence in her own power" (p.xiii).

Cowan and Kinder (1985) have concluded from their marital and family therapy clients that women need to break free of the emotional dependence on their fathers and confront their fears in order to break the passive helpless pattern which developed from overly solicitous fathers. This dependence limits their success both in careers and relationships.

### Purpose

While there is current interest in father-daughter relationships, much of the information available is based on therapists writing about women from their clinical practices. Another major source of information is from successful women discussing their own relationships with their fathers. There is very little empirical data regarding the father-daughter relationship and fathers have rarely been questioned concerning the quality of their

relationship with their daughters.

The purpose of this exploratory study was to investigate the strengths and weaknesses of the father-daughter relationship in relation to fusion/individuation. The specific areas of strengths and weaknesses studied were: role performance, communication, affective expression, involvement, control, and values and norms. This study also assessed the level of fusion/individuation and personal authority of both fathers and daughters. The research problem was: how the level of family fusion affects the strength/weakness of the father-daughter relationship.

The specific questions addressed were as follows:

- (1) Is there a relationship between fathers' assessment and daughters' assessment of the level of fusion/individuation of their relationship?
- (2) Is there a relationship between daughters' scores on the peer individuation scale and their scores on the father-daughter dyad scale?
- (3) Is there a relationship between fathers' assessments and daughters' assessments of the strength/weakness of their relationships?
- (4) Is there a relationship between fathers' scores on the individuation scale and their scores on the weakness/strength dyadic relationship scale?

(5) Is there a relationship between daughters' scores on the individuation scale and their scores on the weakness/strength dyadic relationship scale?

(6) Does the level of father's education have an effect on the strength/weakness of his relationship with his daughter.

(7) Does the position of fathers with female siblings have an effect on the strength/weakness of the father-daughter relationship?

(8) Does the position of daughters with male siblings have an effect on the strength/weakness of the father-daughter relationship?

(9) Does the position of fathers with female siblings have an effect on fusion/individuation of the father-daughter relationship?

(10) Does the position of daughters with male siblings have an effect on the fusion/individuation of the father-daughter relationship?

### Theoretical Rationale

This study was designed to explore the relationship between fathers and daughters. A self report was obtained from both fathers and their daughters and the relationship was assessed from the perspective of both fathers and

daughters. Much of our empirical data regarding the quality of the father-daughter relationship has been based only on the daughters' perceptions. This study provides information about the father-daughter dyad, and also the nuclear family and intergenerational functioning in regards to fusion/individuation and strength/weakness.

Bowen's theory of differentiation (individuation) of self and fusion was used to describe the nuclear and intergenerational patterns of functioning. Individuation is on a continuum with fusion as it's opposite. Individuation is a process in which a person becomes increasingly differentiated from one's relational contexts, the major contexts being one's family of origin and nuclear family. Fusion describes a relationship between two people. It may be considered positive by those involved but the side effects may be negative (Bowen 1978).

Differentiation of self implies that one does not negotiate from the stance of who one is, what one believes, what one will and will not do in a given circumstance, when under pressure from the relationship system to which one belongs. It characterizes each member's relative degree of autonomy and independence from others in the system. Fusion refers to the tendency of one person to become so emotionally attached to one another that his/her own sense of self and boundaries become dependent on the other. It

is marked by a blurring of the intellectual and emotional systems within an individual and is the opposite of differentiation (Bowen 1978). 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. The level of individuated functioning with spouse and children is based on the level of individuation with one's family of origin. Bowen 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 partnership" (p.11). The first research question of this study examined whether there is a relationship between fathers' assessment and daughters' assessment of individuation/fusion. The second research question expanded on the concept that we marry a person at the same individuation level and considers whether we also relate with friends in the same manner. This question examined whether a daughter has the same level of individuation with peers as she has with her father. In addition to the assumption regarding the emotional

status of family members, there are also assumptions regarding the way families function which indicate strength and weakness. The overriding goal of the family is considered by Skinner, Steinhauer, and Santa-Barbara (1983) to be "the achievement of a variety of basic developmental and crisis tasks. These functions include allowing for the continued development of all family members, providing reasonable security, ensuring sufficient cohesion to maintain the family as a unit and functioning effectively as part of the society. The process by which tasks are accomplished includes: (1) task or problem identification, (2) exploration of alternative solutions, (3) implementation of selected approaches, and (4) evaluation of effects. Thus, task accomplishment is the most basic activity of the family" (p. 93).

In order for tasks to be accomplished the following criteria are necessary: various roles must be performed, assignments made, and acceptance and enactment of the tasks are essential. Communication and ongoing role performance is also essential to task accomplishment. Mutual understanding is necessary with direct and clear messages sent. Affective expression is necessary for communication and this includes content, intensity, and timing of feelings. "Affective communication is most likely to be blocked or distorted in times of stress" (p.93). Affective

involvement is necessary with communication. This refers to the degree and quality of family members interests in one another. The family's ability to meet the emotional and security needs of family members and support of autonomy of thought and function is also part of affective involvement. Control is a necessary component which describes how family members influence each other. Healthy functioning involves predictable and constructive management. Based on this theory the third research question was to test whether fathers and daughters have the same assessment of the strength and weakness of their relationship. The fourth and fifth questions combined these two concepts. Fathers scores on the fusion scale were compared to their scores on the strength/weakness dyadic relationship scale to determine whether it was possible to have a fused relationship and also have a relationship which is strong? Daughters' scores were also compared to determine the answer to the same question. Fathers' education level was obtained in order to determine whether higher education was related to the strength/weakness of the relationship.

Toman, Adler, and Bowen believe that sibling position is an important influence on the way persons interact with one another. Toman (1972) says sibling positions may be looked upon as roles that a person has learned to take in

the family and tends to assume in situations 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 not 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 & 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). It is not only the order of succession which influences his character but other factors such as gender and chronic illness affect the situation into which he is born.

A brief example of Toman's work would characterize an

older brother of a sister as follows: one who appreciates women as friends, has problems with female authority, has a sixth sense about women, as a parent is not too strict or too lenient, and considers male friends as important but not as important as females; a younger brother of a sister expects females to wait on him, as a parent he sees children as rivals for his wife's attention, takes female support for granted; males who grew up without sisters have a more difficult time relating to a spouse, female friends and female children.

Bowen 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 says that 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. "Quality of fusion also depends on sibling position. For example, the intensity of fusion is influenced by the sibling positions of participants in the relationship. Depending on which sibling positions are involved, the twosome behaves distinctively in conflict, in

routine exchanges, and under stress" (Hall, 1981, p.113).

The sibling position of both father and daughter was determined in order to test Adler's, Toman's and Bowen's concepts regarding the differences in ability to relate to one another depending upon the birth order. Research questions seven and nine examined whether a father's sibling position affects strength/weakness and fusion/differentiation levels of his relationship with his daughter. Research questions eight and ten assessed whether a daughter's sibling position affects the strength/weakness and fusion/differentiation of the relationship with her father. Popular literature refers to certain sibling positions being preferable for daughters to have a closer relationship with their fathers (Cath, Gurwitt, & Ross 1982).

There is general acceptance of the theory that differentiation of self is important for healthy relationships. We also generally accept that the fathers' influence is very important to the healthy functioning of daughters. Some areas which have not been studied previously are the fusion/ differentiation of the father-daughter dyad, and the perception of the strength and weakness of this relationship as reported from both father and daughter. Also data regarding this relationship has not been gathered while the adolescent daughter is still

living in the nuclear family. Bowen says "the level of differentiation of a person is largely determined by the time he leaves the parental family and he attempts a life of his own" (1978, p.13). The present research focused on the age period just prior to the time when daughters would be expected to leave home.

## CHAPTER II

### LITERATURE REVIEW

Most empirical research about fathers and their daughters has involved daughters at infancy and preschool years where the emphasis was on men as parents to both sons and daughters. The majority of popular literature involves fathers of adult daughters. There is very little research about the effect of fathers' involvement with adolescent daughters. The limited literature regarding fathers and their adolescent daughters has been focused on sex role identification, affects of absence of father, daughter's delinquency, formation of sexual values, incest, physical abuse, and the effects of divorce.

#### Adolescent Daughters

Appleton (1981) stated that daughters raised in traditional homes view their fathers' lives as more exciting and adventurous than their mothers' due to his link to the outside world. Many daughters prefer to pattern after the parent with the most power, excitement and importance. In dual career families, mothers become role models for their

adolescent daughters, yet fathers do not seem to lose their special status as adventurers. The father's involvement in his daughter's autonomous capabilities continues to be important throughout adolescence. He states that it is more important for fathers to involve themselves in their daughter's achievements than to just have a distant pride.

Appleton also discusses fathers responses to daughters sexual development in adolescence. If they treat daughters' sexual development with philosophical resignation the transaction will be smooth. If they behave as scorned lovers, they will have a much harder time because the guilt is difficult for both fathers and daughters. This topic is not usually comfortable for either until she has progressed from adolescence to an adult, and many times it is never comfortable.

Reynolds (1978) considered the effects of the father-daughter relationship as it affected the marital dyad. He says that father's interest in his daughter used to be interpreted as indicative of some inadequacy between him and his wife. It was not perceived that father was also using daughter against mother in their marital struggles. In this relationship when daughter has grown up, she looks back and feels that the mother was jealous of her and the connotation is of mother as a small person, but not that dad was using her while also investing in his father

relationship with her.

Andersen (1983) discussed some of the effects on the family when a daughter is a father's favorite child. He says some daughters have a very obvious favored relationship with their fathers. One drawback for daughters who are their father's favorite is sibling jealousy. In extreme situations fathers and daughters may focus on each other to the exclusion of mother as well as brothers and sisters. She is aware of their jealousy and sometimes bitterness and knows all too well she is resented. The mere fact that her father loves her more can cause her to feel as if she has done something wrong and she also has to handle the repercussions of the other family members' anger. According to Andersen, however, that pain is rarely enough to make her relinquish her cherished position.

Dorothy Martin relates that adolescent conflict with fathers is inevitable but that adolescent males show higher levels of conflict duration and intensity with fathers than adolescent females. She reports very little conflict between fathers and daughters. The source of the conflict which exists is contributed to the fathers tendency to be autocratic and the adolescents need to be independent. Daughters also report that their fathers are less sympathetic and responsive than their mothers and cite this as a source of conflict. She completed a research project

in 1979 which found that fathers and daughters agreed that they rarely discussed the daughters sexual concerns. They tend to influence more indirectly by casual comments about others' behavior or societal attitudes about sexuality (Hanson & Bozett, 1985).

Martin (1978) also studied father-daughter relationships in regard to expressive relationships. She found that daughters perceived significantly less expressiveness and nurturance from their fathers than the fathers recalled expressing. There was no difference in their desire for expression, both indicated they wished they had given more nurturance.

Marjorie Leonard described various types of fathers in relation to adolescent daughters: absent, nonparticipatory, seductive, possessive, and projectively identifiable. She further emphasized the importance of affection without seduction during latency as being an important element in enabling a girl to assume a feminine role without guilt or anxiety (Cath, Gurwitt, & Ross 1982).

Some empirical research with adolescent daughters involve sex role identification. Sopchak (1952) conducted research regarding the effects of fathering on daughters with 108 college students. The MMPI was administered to the students at four different times as they would respond for themselves, and how father, mother, and most people

would view them. The women who tended toward abnormality on the masculinity, psychasthemia and schizophrenic scales were correlated significantly but inversely with identification with the father. The result for the masculinity side indicated that more feminine women were more closely identified with their fathers than were masculine women.

Dr. Heilbrun (1967) in his study of sex roles, instrumental expressive behavior and psychopathology in females, concludes "most importantly, even a conservative interpretation allows that a father identification can mediate a healthy adjustment in the adolescent girl and must be considered as one of the "normal" developmental channels for establishing a satisfactory female sex role identity. In a previous study in 1965, Dr. Heilbrun also found that females who identified more with their fathers described themselves as self-confident, while the expressive mother identified females described themselves significantly more often as considerate, fearful, gentle, obliging, silent, submissive, and trusting (Hamilton, 1977).

Biller and Weiss (1974) in 1970 studied the affects of the father-daughter relationship on the personality of the female. They suggest that a healthy father identification for a daughter involves understanding and empathizing with

him and accepting some of his values and attitudes, rather than wanting to be masculine like him. They note evidence that the daughter may gain a wider, more adaptable range of behaviors from identification with a competent masculine father. They suggest that the daughter is unlikely to reject her femininity and imitate the father's strictly masculine behaviors unless the mother defaults in her role.

Mickelson (1976) studied 53 junior and senior high school girls regarding the effect of the father-daughter relationship on achievement orientation and psychological androgyny of the daughter. She found that achievement orientation was especially related to the sharing, collaborative interactions between fathers and daughters concerning intellectual and emotional issues. Androgyny and cross-sex role typing were affected by the father's direct encouragement of her academic efforts and his expressive praise of her. His active participation was very important in her achievements and was further supported when she had a mother who related positively to her achievements.

#### General Father-Daughter Research

Hoffman, in 1975 asked more than 2000 mothers and

fathers what kind of person they would want their son/daughter to become. Fathers and mothers agreed that the daughters should be kind, unselfish, loving, attractive, well mannered, and would have a good marriage and be a good mother. In comparison they wanted their sons to be hard working, ambitious, intelligent, self reliant, responsible and strong willed. They conclude that these expectations take a toll on the daughter's later achievement (Parke, 1981).

Andersen further discusses father's influence on his daughter's career aspirations and achievement. He says the father-daughter relationship is invariably at the base of the woman's desire to carve a niche of her own in the career world. It is also a predictor of how well she will function in this part of her life. The protected daughter may be content to remain in an undemanding position, forever relying on an office "daddy" to shield her from all unpleasantness. She may also look upon a reasonably demanding boss as a monster. "The maltreated daughter on the other hand is accustomed to feeling inadequate in the eyes of her own father, her manner is almost an unspoken invitation to criticism" Andersen, 1983, p.214).

Cath et al. (1982) indicate that birth order is a factor in the way the father relates to his daughter. If the girl infant is first born and the second child is also

female, if she is the youngest child in the family, and of course, if she is an only child, her relationship with her father is likely to be more involved.

They also discuss father's impact on daughter's career. They state that women who emphasize their fathers' contribution to their enthusiasm in work usually stress the following aspects of the relationship:

1. his treatment of her as an interesting person in her own right, not just as his little girl,

2. his trust in her developing autonomous capacities during joint endeavors,

3. his own capacities for excitement about work and play,

4. his invitation to her to participate in areas of mastery with him,

5. the emulated quality of his relationship to others in work and the outside world.

Margaret Hennig, director of the management program for women at Simmons College in Boston studied the careers of 25 women who were frozen in midlevel management positions. She found that the fathers of these women treated them as if they were sons. Many had male names such as Tommie, Bobbie, and Jo. The message was that women must be "men" to succeed. Most never reached for the feminine role and grew old and embittered pursuing a style

which was perceived by society as masculine. They struggled to be one of the boys and were never satisfied personally or professionally (Hennig & Jardin, 1986).

Appleton (1981) also concluded from his research that if fathers do not encourage daughters to use their mind and talents to the fullest, they may automatically fulfill a subordinate role. Fathers give messages to sons to succeed. In contrast they give one of three to their daughters, career, motherhood or both. More and more fathers want their daughters to combine career and family life. Their two instructions have doubled daughters' problems, be successful and be a good mom. To be truly successful in business requires long dedicated hours and it is not possible to be a nurturing mother at the same time. He concludes that many daughters become angry at the dual role. Fathers also impart a conflicting dual message to their daughters; be aggressive enough to succeed but passive enough not to scare away men. They will then have a hard time competing for jobs with men.

Lamb feels that fathers have an enormously important role to play in the socialization of liberated daughters. Many contemporary fathers tend to disapprove of nontraditional aspirations on the part of their daughters. He says, "If the father of the future communicates a belief that career commitment is not incompatible with

femininity, we shall see many fewer women experiencing doubt about the compatibility of their social and occupational aspirations" (Lamb & Owen, 1979, p.101). Parke adds a prediction for the future. "As social values shift and more women become involved in careers, it is likely that fathers will expect similar levels of achievement for their children regardless of their sex" (Parke, 1981, p.76).

Suzanne Fields based a book on her research regarding fathers and daughters. Her exploratory research was designed to find information about the following: did fathers show affection, did they play with daughters, what was the discipline like, did they care how their daughters looked, did they notice or pretend not to notice when their body developed, did they share their knowledge and perceptions. She sent invitations through several national magazines to fathers and daughters to participate in a questionnaire about their relationship. She interviewed hundreds of men and women from all over the United States. Ninety% of those who wrote for the questionnaire returned it.

She found that these women wanted to be like as much as with their fathers. She concluded that because parents are the first role models for everything, the parent of the opposite sex carries special responsibility; the child's

first guide to dealing with the opposite half of the human race is the current one. For many women, life with father is the dress rehearsal for love and marriage. The first childish love affair needs to take place in the context of a reasonably good marriage. Father-daughter love rests upon a delicate balance. The balance between the father taking his child's love and returning it without damaging it, without eroticism, is delicate lest his love be transformed into emotional incest. She says a father needs to treasure his daughter's need for him and work to impart reassurance and confidence that comes from her understanding of his high opinion of her.

She concluded that a father's love is often more qualified than a mother's. His love is often given as a reward for a performance. When father approves, the daughter assumes the love is earned. Fields quotes Psychologist David Lynn as saying "a father's love cannot be taken for granted. They love more dangerously. A mother, as if fearful of this, often reinforces the distance between father and daughter. His love is sometimes expressed through his wife and a lot is lost in translation". A frequent rage of women in therapy is that their fathers' never allowed them to express love (Fields, 1983, p. 102).

Dr. Appleton interviewed 81 women who were outside his

psychiatric practice. They were selected at random and he focused the interviews on the effect of the male parent on their adult lives. They indicated to him that they were aware of the importance of the paternal influence but saw no application for the knowledge. He said the purpose of his research was to help women who were his clients to change, alter unhappy love affairs, find more pleasure in sex, and realize full potential in careers.

Only 15 of the 81 fathers and daughters surveyed by Appleton seemed to feel they had the right balance of closeness and distance. Women learn to compensate with other male influences such as brothers, uncles, teachers, etc. He suggests that women's awareness of how they were affected by past relationships with men will improve their current relationships.

Through his research he deduced that a woman takes until age 30 to completely understand her relationship with her father. The father is about 60 years old and fully revealed while she is mature at 30. He says there is a tremendous need particularly as women enter their 30's and 40's to at least reconcile with their fathers and express the love they were never allowed to or never allowed themselves to express. There are things about their fathers that women do not like. They can forgive, however they stockpile their resentments and incorporate into their

personalities the very things about their fathers which they dislike. The problem with seeing the dark side of the father is that they cannot face their own similarities and appreciate the good characteristics they gained as well (Appleton, 1981).

Leon Hammer, a psychotherapist who works with women in regards to sexual problems drew some conclusions from interviews with his female clients. He stressed that it is important for a father to see, feel, appreciate, and respond to every aspect of his little girl's femininity. He must show his pleasure by holding her, kissing her, hugging her, and playing with her. The pleasure he gives and gets will determine how far the little girl can be pleased by the presence and existence of a man. A persistent theme ran through his interviews and that was the daughters' fear of abandonment. He says with the divorce rate today, the fear of abandonment has become prophecy with a daughter experiencing her absent father as rejection of her. A common reaction to the absence of father is the kind of woman who craves affection from men but never conceive of men as real people (Hammer, 1969).

Maureen Green adds some assessments to father's influence on the daughter's sex life. She says if father is neither overbearing nor invisible, then his daughter has a better chance of forming a more realistic view of the

male sex. This in turn presumably provides her a better opportunity at a successful sex life. She says, "An openminded and loving relationship with her father can lay the foundations for many a girl's later sexual attitudes, and then consequently for her success with men for the rest of her life. Girls who get on well with their fathers find marriage easier" (Green, 1976).

Dr. Ross makes some assumptions about the lack of research regarding fathers and daughters. He asserts that father's role in the child's psychological well being has been played down by the psychiatric profession. "one of the reasons is the traditional stereotype of masculinity. Psychiatrists, like everyone else are prone to such stereotypes. There may be another factor. Many psychiatrists have been men who were fathers and absent fathers. Perhaps it has been difficult for them to address aspects of fatherhood" (Andersen, 1983, p.247).

Child Psychologist, Eda LeShan says "Until recently, men had not been given permission to be nurturing, and they were not available for the child's emotional needs. This situation merely adds a sense of awe and respect we have for our fathers and that can be just as deep" (Andersen, 1983, p.3).

Appleton concludes that one of the hardest things in intimate relationships is maintaining comfortable

distance. The tie between father and daughter is always changing, close when she's a little girl, distant when she is adolescent, strained when she starts to lead her own life. Her needs, his attentions, and their interactions fluctuate as their two life cycles touch, clash, fulfill, and disappoint (Appleton, 1981).

Dr. Ross says the shortcomings of research about fathers include the lack of consideration of the mother's role with particular fathers and their children and also they have not attempted to study the dynamic psychology of the father, his inner life and it's reciprocity with the phenomenology of the child. We still need research to place fatherhood and fathering in the context of the whole life cycle" (Cath, 1982, p.31).

## CHAPTER III

### METHODOLOGY

#### Sample

The sample for this study consisted of senior level high school girls and their fathers. Eighty-six girls were administered the instruments and were requested to give their fathers a copy of the instrument which was number coded to match theirs. Only daughters who currently resided with or were in continued regular contact with their biological, adoptive, or stepfathers were included in the study. In order for adoptive or stepfather relationships to be included the relationship had to be in existence for at least 10 years.

Permission to conduct research with the girls was obtained from the high school principal. He considered it to be a school project and requested that the girls participate and encourage their fathers to also participate. The girls were requested to take a copy of the instrument home to their fathers along with a letter explaining the need for the study and the protection of confidentiality as well as a request for their permission

and participation. They were instructed to return the questionnaire in the stamped envelope provided.

Seniors in high school were chosen instead of college age girls because of information gathered from previous research with college girls and their fathers. It was frequently reported that this dyadic relationship took on a different quality when the daughter left home to go to college. Fathers became less involved in guiding daughters regarding career and dating as many have already chosen majors and the father is not aware of their dating and sexual behavior (Somers & Keller 1986). This survey was designed to examine father-daughter relationships while fathers were still likely to be intensely involved in the shaping of their daughters lives. Senior girls were chosen because this is the most mature age prior to the decline in the involvement of fathers with daughters.

Demographic information was obtained on number and age of siblings for both fathers and daughters, parental marital status, parents' education level, and the relationship of the participating father such as adoptive, biological or stepfather. The school which participated in the study was Benton High School in Benton, Illinois. The high school serves both the town and a portion of Franklin

County residents. Benton had a reported population of 8,400 and the county 43,891 residents in 1987. The population by race was: 8,329 white, 0 black, 42 Spanish, and 29 other in 1987. The median age of the population is 37.4. The median number of school years completed is 12.1. It is largely an agricultural area. Other employment includes coal mining, industrial manufacturing, education including community college, and government positions. The town is located in the rural southern portion of Illinois.

#### Instrumentation

The Family Assessment Measure (FAM) was developed in 1981 by Skinner, Steinhauer, and Santa-Barbara to assess family functioning specifically to provide indices of family strengths and weaknesses (Skinner, Steinhauer, & Santa-Barbara, 1983). The current version of this instrument (FAM III) consists of three components: (1) a General Scale which focuses on the family as a system, (2) a Dyadic Relationship Scale which measures relationships between specific pairs in the family, and (3) a Self-Rating Scale which taps the individual's perception of his/her functioning in the family. The Dyadic Relationship Scale

has been selected as the specific FAM instrument to be used.

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

The Dyadic Relationship scale which has 42 items focuses on relationships among specific pairs in the family. An overall rating of functioning plus seven subscales relating to constructs is provided. FAM III takes about 30 minutes to administer, and may be completed by persons who are at least 10 - 12 years of age. Normative data is available for adults and adolescents.

Skinner et al. (1983) used 475 families (933 adults, 502 children) for describing statistical analysis on FAM III. Internal consistency reliability estimates (coefficient alpha) for the Dyadic Relationship Scale were .95. "A multiple discriminant analysis was conducted to identify linear combinations of subscales from the General Scale that significantly differentiated among (1) problem versus nonproblem families and (2) family position (father, mother, child). Two dimensions were major discriminators

among these groups. The first dimension was defined by problems in the area of control, values and norms, and affective expression, and served mainly to differentiate children from adults. The second dimension, clearly distinguished problem from nonproblem families " p.27).

### Personal Authority in the Family System (PAFS)

PAFS is a self-report instrument designed to assess family relationships which includes the three generational family system. It was based on aspects of Bowen's intergenerational family theory and designed for research and clinical practice. Family members rate their current relationships with relevant family members in both the family of origin and nuclear family or dyadic relationship. There are three versions, one for adults with children, one for adults without children, and one for college students without children.

All items are rated on a 5-point Likert scale. People are asked to describe their current relationships. Version C which is designed for college students includes the intergenerational fusion/individuation scale, intergenerational intimacy, intergenerational intimidation, intergenerational triangulation, peer intimacy, peer individuation and personal authority. Version A for adults with children include the following scales: spousal

fusion/individuation, intergenerational fusion/  
individuation, spousal intimacy, intergenerational  
intimacy, nuclear family triangulation, intergenerational  
triangulation, intergenerational intimidation and personal  
authority.

"The reliability of PAFS was assessed in two different studies by Bray, Williamson, and Malone (1984). In Study I the test-retest reliability and internal consistency of the scales was evaluated in a sample of 90 nonclinical volunteers. 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. Test-retest reliability estimates were also calculated and the estimates range from .55 to .95 with a mean test-retest reliability of .74" (Bray, Williamson, & Malone, 1984, p.55). Study II had a similar high level of internal consistency. The internal consistency with the clinical population consisted of 83 clients after they completed therapy. The reliability coefficients ranged

from .75 to .96.

### Data Analysis

The direct numerical sum of items on Subscales of FAM is referred to as the raw score. An increase in the raw score corresponds to an increase in the number of family problems reported. Since raw scores can be easily misinterpreted standard scores from a normative sample are preferable. An interpretation of an individual's ratings of family functioning is relative to the normative group.

The raw scores obtained for each of the subscales can be translated into standard scores using normative data from normal families for either adults or adolescents. 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.

Scores in the FAM profile are normalized such that each subscale has a mean of 50 and a standard deviation of 10. The majority of scores should fall between 40 and 60. Scores outside this range are likely to indicate either very healthy functioning (below 40) or disturbance (above 60) relative to the sample of normal families.

An individual's PAFS scale score can be compared to the mean scale score found in the previous research to facilitate interpretation. A table is available in the administration manual which presents the mean scale scores for each sample. The mean scale scores from the first 1984 study 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 Post scores means can be used to indicate average to above average family relationships. Pre scores may be used to indicate dysfunctional relationships.

## Chapter IV

### RESULTS AND DISCUSSION

Descriptive statistics provided data regarding the characteristics of participant daughters and their fathers. This data is reported in Tables 1 and 2. The research questions regarding comparisons of strength/weakness and fusion/individuation were analyzed according to dependent t-tests using standardized scores when means from the two different instruments (FAM and PAFS) were compared. A correlation coefficient was also used to determine the extent to which the fathers and daughters scores were related. Research questions regarding education level and sibling positions were analyzed by analyses of variance.

#### Descriptive Statistics

Eighty-six daughters were eligible to participate as they lived with or had regular contact with their biological fathers, or had a stepfather or adoptive father relationship for at least 10 years. Sixty-eight fathers responded which was a 79% return rate. The sample size for this study was 68 matched pairs of fathers and daughters.

TABLE 1

<u>Description of Daughters</u>		
<u>Variables</u>	<u>Total</u>	
	<u>N</u>	<u>%</u>
<u>Age</u>		
16	1	1.5
17	46	67.6
18	20	29.4
19	1	1.5
<u>Position Of Male Siblings</u>		
Older Brother	14	20.6
Younger Brother	20	29.4
Both Older and Younger	6	8.8
No Brothers	28	41.2
<u>Relationship To Participant Father</u>		
Biological	65	95.6
Adoptive	1	1.3
Stepfather	2	2.9

TABLE 2

## Description of Fathers

Variables	Total	
	N	%
<u>Age</u>		
34-39	16	20.6
40-44	20	29.4
45-49	9	13.2
50-54	11	16.1
55-59	8	11.7
60 +	4	5.9
<u>Marital Status</u>		
Married	53	77.9
Remarried	6	13.2
Divorced	5	7.4
Separated	1	1.5
<u>Position of Female Siblings</u>		
Older Sister	16	23.5
Younger Sister	22	32.4
Both Older and Younger	8	11.8
No Sisters	22	32.4
<u>Educational Level</u>		
Less Than High School Graduate	10	14.7
High School Graduate	22	32.4
Some College	18	26.5
College Graduate	22	32.4

A description of the daughters is presented in Table 1. The daughters' ages ranged from 16 to 19 years with only one being 16 and one 19 years of age. The mean age was 17.3. Data regarding age and position of male siblings were obtained to determine if daughters had older, younger, both older and younger, or no male siblings. Table 1 indicates the number of daughters with male siblings in each of these categories. Sixty-five reported either living with or were in continued regular contact with their biological fathers. One had an adoptive father and two had lived with a stepfather for at least 10 years.

A description of the ages of fathers ranged from 34 to 65 with a mean age of 46 and the most frequently reported age was 38 years. The marital status of participating fathers was 78% married, 13% remarried, 7% divorced, and 2% separated. The unusually high percentage of married participants is due to restrictions of this study which included only biological fathers or adoptive and stepfathers who had been in the daughters life for at least 10 years. Data regarding sibling age and gender was also obtained on fathers and the numbers with older, younger, both, or no female siblings is listed in Table 2. The education level of fathers is also included in Table 2.

### Statistical Analysis and Discussion

Research question number one: Is there a relationship between fathers' and daughters' assessment of the level of fusion and individuation of their relationship? Fathers and daughters fusion/individuation scores were compared in order to discern the relationship. Fathers scores were  $M = 29.93$ ,  $SD = 5.18$ . Daughters scores were  $M = 26.72$   $SD = 5.53$ . A dependent  $t$ -test indicated that fathers had a significantly higher mean score ( $t = 3.87$ ,  $d.f. = 67$ ,  $p = .0003$ ). In addition a small nonsignificant correlation coefficient ( $r = .202$ ,  $p = .1010$ ) indicates that fathers and daughters scores were not highly related to one another. Results of these two analyses seem to indicate that as a group the average scores of fathers are higher than the average scores of daughters, however within father-daughter pairs fathers scores are not highly correlated with daughters scores. Fathers more than daughters seem to perceive their relationship with their parents to be more individuated. The fusion/individuation scale of PAFS measures the degree to which a person operates in a fused or individuated manner with parents. Items are scaled so that larger scores indicate more individuation. The lack of correlation between father daughter pairs may be due to the daughters continued dependence upon their father during their senior year in high school. Fathers' scores are

based upon their their assessment of their relationships with both their parents and daughters. Daughters scores are based upon their assessment of their relationships with their fathers individually and both parents jointly. The fathers' mean score on individuation/fusion ( $\bar{M} = 29.9$ ,  $SD = 5.17$ ) in this study was very similar to the mean score for the Norm group ( $\bar{M} = 29.53$ ,  $SD = 5.25$ ). Daughters' mean scores were 26.72 which fell between the Norm group ( $\bar{M} = 29.53$ ,  $SD = 5.25$ ) and the Clinical group  $\bar{M} = 23.38$ ,  $SD = 5.72$ ). (See Table 3)

Research question number two: Is there a relationship between daughters' scores on the peer individuation scale and their scores on the intergenerational individuation scale? The mean score for peer individuation was 29.86  $SD = 6.45$ . The daughters mean score for intergenerational fusion/individuation as reported earlier is 26.72 ( $SD = 5.5$ ). The correlation coefficient between fathers and daughters scores is  $r = .3617$ , ( $p = .0024$ ) indicating a significant but not high correlation between these two scales. The scores were standardized and a  $t$ -test was used to compare the  $z$  scores, ( $t = .19$ ,  $p. >.05$ ,  $d.f. = 67$ ). Although a higher correlation of mean score with peers was reported, there is also no significant difference between the fusion/individuation scores of daughters with their peers.

Table 3

PAFS Fusion/Individuation Mean Scores

	M	SD	N
Daughters	26.7	5.53	68
Fathers	29.9	5.17	68
Norm	29.5	5.25	525 a
Clinical	23.4	5.72	83 a

a. Bray, Williamson, and Malone (1984)

Research question number three: Is there a relationship between fathers' assessments and daughters' assessment of the strength/weakness of their relationships? Fathers' mean score on the FAM scale was 46.5 (SD = 17.4). Daughters' mean score on FAM was 44, (SD = 20). There was no significant difference in means between fathers and daughters FAM scores ( $t = .80, p > .05$ ). The average mean for the FAM normative group is 50 (s.d. = 10) and the majority of scores fall between 40 and 60. Scores below 40 indicate very healthy family functioning and scores above 60 indicate disturbance in family functioning. The overall rating and specific scale scores for this sample are reported in the FAM Profile in Figure 1. There was a significant correlation between fathers' and daughters' ( $r = .53, p = .0001$ ) assessments of the strength and/or weakness of their relationship. A significant correlation means that father-daughter pairs tended to rate their relationship in a similar way. Daughters who assessed the relationship to be strong had fathers who also tended to assess the relationship to be strong, while those daughters who reported a weak relationship had fathers who reported the relationship as weak.

Research question number four: Is there a relationship between fathers' scores on the individuation scale and their scores on the strength/weakness dyadic relationship

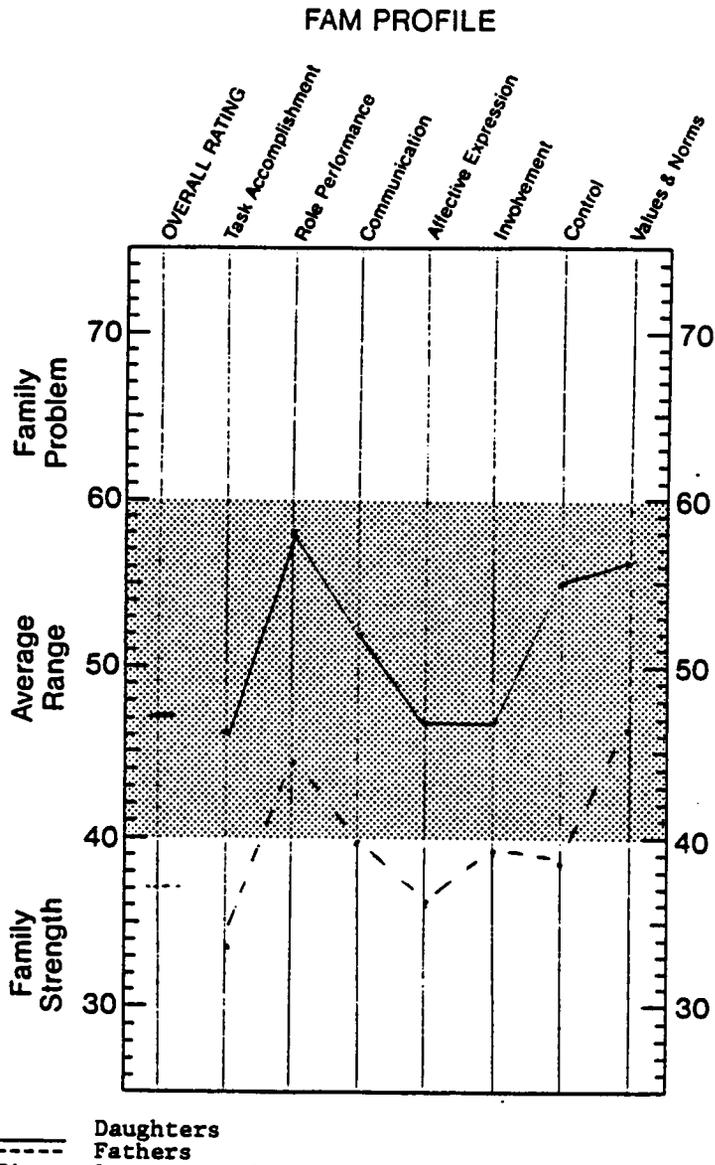


Figure 1 A profile of daughters and fathers responses to the FAM Dyadic Scale.

Note: From "The Family Assessment Measure: Administrative and Interpretation Guide" by H. Skinner, P. Steinhauer & J. Santa-Barbara (1984).

scale? A  $t$ -test was used to analyze the relationship between fathers' standardized mean scores on FAM and on fusion/individuation to analyze the relationship between these two characteristics ( $t = .05, p > .05$ ). There was no significant difference between fathers scores on FAM and PAFS. The raw mean scores were 46.5 on FAM and 29.93 on PAFS fusion/individuation scale. A correlation coefficient  $r = .673$  indicated that fathers' responses on FAM were related to their responses to PAFS, i.e. correlation is moderately high between these two measures. The fathers in this study scored very close to the norm mean of PAFS and scored slightly above the normal mean but still in the normal range of family health with FAM.

Research question number five: Is there a relationship between daughters' scores on the individuation scale and their scores on the strength/weakness dyadic relationship scale? Daughters mean scores on FAM and their mean scores on fusion/individuation were standardized. A  $t$ -test was conducted to analyze the relationship between these two characteristics ( $t = .26, p > .05$ ). There was no significant difference between daughters scores on FAM and PAFS. The raw mean scores were 44 on FAM and 26.72 on PAFS fusion/individuation scale. A correlation coefficient  $r = .656$  indicated that daughters' responses on FAM were related to their responses on PAFS. Again this correlation

is relatively high between the two different instruments which measure similar characteristics of family functioning.

Research question number six: Does a fathers' education level have an effect on the strength/weakness of his relationship with his daughter? A one way analysis of variance was used to determine if fathers' education levels had an effect on the strength/weakness of their relationship with their daughters ( $F = .85, p > .05$ ). The result indicated there was no significant difference between education level and the strength/weakness of the father-daughter relationship. Fathers who had graduated from college had the lowest scores ( $M = 40.0$ ) which is higher on the family strength scale. The mean scores ranged from 40.0 to 49.4 (high school graduate) but with the small sample size there was not enough difference to indicate statistical significance. The FAM means and standard deviations according to education levels are reported in Table 4.

Research question number seven: Does the position of fathers in relation to female siblings have an effect on the strength/weakness of the father-daughter relationship? A one way analysis of variance was used to test the relationship between sibling position and the FAM score. The age and gender were obtained on fathers' female

Table 4

FAM Means and Fathers' Education Level

<u>Education Level</u>	<u>N</u>	<u><math>\bar{X}</math></u>
Less than High School	11	46.1
High School Graduate	23	49.4
Some College	18	48.5
College Graduate	16	40.0

siblings and the following four categories were used: 1. older female sibling, 2. younger female sibling, 3. both older and younger female sibling, and 4. no female siblings. The ANOVA indicated  $F = .23$ ,  $p > .05$ . There was no significant difference between these sibling positions on the strength/weakness of the father-daughter relationship. The means of the FAM scale according to the above listed categories are listed in Table 5.

Research question number eight: Does the position of daughters in relation to male siblings have an effect on the strength/weakness of father-daughter relationship? A one way analysis of variance was used to test the relationship between sibling position and the FAM score. The age and gender were also obtained regarding daughters' siblings and the following four categories were used: 1. older male sibling, 2. younger male sibling, 3. both older and younger male sibling, and 4. no male siblings. There was no significant difference between the sibling positions of daughters and the strength/weakness of the father-daughter relationship ( $F = .79$ ,  $p > .05$ ) The means and standard deviations of the FAM scale according to the above listed categories are listed in Table 5.

Research question number nine: Does the position of fathers in relation to female siblings have an effect on fusion/individuation of the father-daughter relationship?

Table 5

Sibling Position and FAM Mean Scores

<u>Fathers</u>		
<u>Female Siblings</u>	<u>N</u>	<u><math>\bar{X}</math></u>
Older	18	44.0
Younger	22	48.7
Both Older and Younger	10	44.7
Neither	18	47.0
<u>Daughters</u>		
<u>Male Siblings</u>	<u>N</u>	<u><math>\bar{X}</math></u>
Older	15	47.9
Younger	20	45.1
Both Older and Younger	5	29.8
No Brothers	28	43.5

Analysis of variance was also used to test the categories of fathers and their female siblings (1. older female sibling, 2. younger female sibling, 3. both older and younger female sibling, and 4. no female siblings) with their score on the fusion/individuation scale as the dependent variable. There was no significant difference between these sibling positions of fathers and the fusion/individuation level of the father-daughter relationship ( $F = .85, p > .05$ ). The means of the PAFS scale according to the four categories of female siblings are listed in Table 6.

Research question number ten: Does the position of daughters in relation to male siblings have an effect on the fusion/individuation of the relationship with their fathers. Analysis of variance was also used to test the relationship categories of daughters and their male siblings (1. older male sibling, 2. younger male sibling, 3. both older and younger male sibling, and 4. no male siblings) with their score on the fusion/individuation scale as the dependent variable. There was no significant difference between these sibling positions of daughters and the fusion/individuation level of the father-daughter relationship ( $F = .86, p > .05$ ). The means of the PAFS scale according to the four categories of male siblings are listed in Table 6.

Table 6

Sibling Position and PAFS Fusion/Individuation Scale Mean Scores

<u>Fathers</u>		
<u>Female Siblings</u>	<u>N</u>	<u><math>\bar{X}</math></u>
Older	16	31.3`
Younger	22	28.7
Both Older and Younger	8	30.6
No Sisters	22	29.8
<u>Daughters</u>		
<u>Male Siblings</u>	<u>N</u>	<u><math>\bar{X}</math></u>
Older	15	27.0`
Younger	20	26.8
Both Older and Younger	6	29.8
No Brothers	27	25.9

RELATIONAL ANALYSIS:

Fathers and daughters both reported their relationships to be within the average range of strength/weakness and normal range of fusion/individuation. Fathers' scores on fusion/individuation indicated that they function with a greater degree of autonomy within their relationships than do their daughters. Their scores are based on their relationships with their family of origin as well as with their daughters so their score may be the result of a greater amount of opportunity to achieve autonomy and independence from others in the system. PAFS does not provide for fathers a measurement particular to accessing father-daughter dyad relationships. The daughters scores are based on their relationship with their father and parents jointly. Further, gender and age differences may also have contributed to differences in scores. There are no normative figures provided by the PAFS manual to indicate the differences in male and female mean scores.

Fathers rated the relationship somewhat stronger than daughters which would probably indicate they had a greater satisfaction with the relationship than their daughters. The Somers & Keller (1986) study with fathers and daughters resulted in the same assessment. An open ended question asked them to describe their relationship. Fathers

consistently rated the relationship as stronger and closer than their daughters. Daughters indicated more discontent and hope for positive changes in the future. The lower assessment might suggest that daughters (children) in general have higher demands of the parent-child relationship, therefore in self report would provide assessments that were somewhat less positive at this stage in their life cycle.

Daughters indicated that they function with a higher degree of autonomy in their relationships with their peers. PAFS considers peers to be their steady friend, lover, or significant other. PAFS' instructions ask that they respond according to how the questions apply currently or might apply to their most likely or most recent significant other. Many of the girls indicated they were answering according to their most likely peer relationship which would be based on how they would hope to relate rather than how they are actually functioning. They indicated they relate or hope to relate at a level which is considered to be the mean of the norm population. In contrast their scores with their fathers indicate they are in process of achieving autonomy in their relationships with their fathers.

It is assumed from Bowen's theory that individuation would be necessary in order to have a strong (healthy)

relationship. This study indicated that the fathers and daughters were within the normal range of both strength and individuation. Their scores were significantly correlated between the two instruments. Daughters and fathers who assessed individuation also assessed strength and those who rated the relationship weak rated it more fused.

Overall the fathers and the daughters indicate they have positive relationships. Cowan and Kinder (1985) suggested that more positive father-daughter relationships are emerging as a result of our society placing more emphasis on the active participation of fathers with their children and as a result of daughters becoming more vocal about the importance of the relationships with their fathers. Shannon (1987) found in her investigation with college girls that they indicate positive feeling toward their relationship with their fathers. A study conducted with daughters at Virginia Tech in 1985 also revealed that 73% of the 300 subjects classified their relationship with their father as close (Somers & Keller, 1986).

In regard to sibling positions Bowen states, "The intensity of fusion is influenced by the sibling positions of participants in the relationship. Depending upon which sibling positions are involved, the twosome behaves distinctively in conflict, in routine exchanges and under stress" (Hall, 1981, p.113). He discusses the functional

aspect of the sibling order. Many factors must be considered in studying sibling positions, such as age differences, gender differences, health factors, death of a sibling, parental preference for a particular gender and many other considerations when determining the functional sibling position. The results do not render a clear support for the effects of opposite gender sibling on strength/weakness or fusion/individuation due to the limited variables in this study (age and gender). The means only ranged from 28.7 to 31.3 across the four categories (older female sibling, younger female sibling, both older and younger, and no female siblings). A greater sample size and more specific information may affect the results of this variable. There was no distinctions made in this study regarding age differences and whether the older female sibling was the sibling closest to the father or whether a brother was between the female sibling and himself. The sample size was not sufficient for all the possible differences which Bowen, Toman, and Adler indicate have an effect on the relationship. Additional information such as the use of FAM to determine some of the characteristics between a subject and his siblings could lend more information about interactional relationships.

## Chapter V

### CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to examine how fusion/differentiation affects the strength/weakness of the father-daughter relationship. The research questions focused on daughters' assessments of the fusion/individuation, strength weakness of their relationship with their fathers. Fathers also provided self-reports regarding fusion/individuation and strength/weakness of their relationship with the daughters who participated in this study. A sample of 68 fathers and their daughters from the midwest were participants for this study. The daughters were girls who were completing their senior year of high school. Eighty-six daughters were administered the instrument and were eligible to participate with their biological father, or an adoptive or stepfather who had been in that role for at least ten years. Sixty-eight fathers participated in the study which was a return rate of 79%.

The fathers' education level was also considered in assessing the strength/weakness and fusion/individuation levels with their daughters. Fathers' sibling position

in relation to female siblings was examined to determine if the experience of having an older, younger, both or no female sibling made a difference in the strength/weakness and fusion/individuation of the relationship. Daughters' sibling position in relation to male siblings was also used to examine the same factors (strength/weakness and fusion/individuation).

Both fathers and daughters assessed their relationship to be within the average range with family strength. Fathers rated the relationship significantly higher than daughters with individuation, however daughters still indicated the individuation level to be above the clinical population norm which is considered problematic with fusion/individuation issues. Education level and sibling position did not have a statistically significant effect on the strength/weakness or fusion/individuation of the relationships examined in this sample. This sample, through self report instruments, indicated that they have relationship strength and are functioning within a healthy range of individuation.

The PAFS instrument which was used to assess individuation/fusion did not have clear descriptors of how the instrument was normed. Were there differences between gender and ages which the manual does not present? The daughters had a mean score on the intergenerational

fusion/individuation scale between that of the norm group and clinical group and their score was statistically different from their fathers. Was this difference due to age or gender or were they actually perceiving their relationship to be more fused? Future studies regarding fusion/individuation of this dyad may need to consider use of a different instrument due to these concerns as well the factor that fathers' level of fusion is based on his perception of his relationship with his parents in addition to his assessment of his relationship with his daughter. The daughters assessment is based on her assessment of her relationship primarily with her father but also some aspects of her relationship with her mother are considered.

The daughters in this study were completing their senior year of high school which would be the time when many would be leaving home to attend college or training, or expecting to obtain their own employment and emancipation. As they are preparing to leave home but are still dependent on their fathers, they may be likely to have a heightened perception of fusion. Their developmental push for autonomy would be highest near recognized cutting points for separation. The current family roles and expectations could be perceived as more burdensome at this particular time.

It would be helpful if future research included

longitudinal studies with this dyad throughout the life cycle. Many assumptions are made regarding this relationship such as those by Appleton (1981) that a father and daughter are conflictual and distant during her adolescence and daughters do not begin to fully understand their relationship with her fathers until about age 30. He states there is a tremendous need for women as they enter their thirties to at least reconcile with their fathers and express the love they were never allowed to express or allowed themselves to express. Bozett (1985) discusses the relationship when daughters are adolescents and refers to this time as a period of beginning emancipation. "The limitation of the father's control become increasingly evident to parents of adolescents. Although the father may need affirmation and seek recognition for his life-style decisions, his children may be rejecting those very decisions in an effort to achieve separation and individuation. Although differences continue to arise, later in the child's adolescence both the child and father tend to have a more compatible approach to the resolution of disagreements" (p.47).

Future research could also add the dynamic of the daughter's relationship with her mother. How does she promote or deter the father-daughter dyadic relationship? Does a close relationship with mother encourage a close

relationship with father or does a conflictual relationship with mother reinforce the strength of the relationship between father and daughter? Does a strong marriage create more freedom for a father and daughter to have a close relationship?

Open ended questions would also be helpful in determining some of the specific concerns as well as provide us with additional data regarding the dynamics of this dyadic relationship which are beneficial. Many of the respondents indicated an interest in discussing other aspects of the relationship which were not included in the instrument used. Some of their comments included the change in the relationship when parents were divorced, the loss of closeness when a younger brother was born, the loss of closeness due to mother's jealousy when they become adolescents, hints of incestuous activities, and father becoming less authoritative as he grew older. Many also commented that they were forced to choose between the responses "agree" or "disagree" when neither of those felt accurate. For example, one question states that this dyad argue about how they spend their spare time. Some of the girls stated that they never argued about that issue, not because they had compatible interests, but because they rarely spent their spare time together. They indicated they would prefer to discuss this relationship rather than

circle numbers when they didn't think many of the questions fit well with them personally.

The use of quantitative research lends itself to easier data analysis, however, it gives us a more limited picture of human relationships. It would seem that information regarding a variety of aspects of father-daughter relationships would better enable us to educate males to parent their female children and also provide us with valuable insight regarding implications for clinical practice. Qualitative data is more difficult and time consuming to gather, to code and analyze, however, it provides us with a fuller picture of relationships. The data is not limited to only those specific questions which we present. Quantitative research in the social sciences assists with verification of those assumptions which we already believe to be true. However, new theories can more easily emerge when we remain open to the variety of responses and directions that qualitative research permits. A combination of both types of research may provide us with the best data regarding human relationships and the practical application in education and clinical practice.

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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 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 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 we 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

Please circle the number which best describes your opinion.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
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
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 your 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 your 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 expectation:					
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 parent 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
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

Please use this scale to answer the following items about your parents.

STRONGLY AGREE 1	AGREE 2	NEUTRAL 3	DISAGREE 4	STRONGLY DISAGREE 5
1. I share my true feelings with my mother about the significant events in my life.....1	2	3	4	5
2. I share my true feelings with my father about the significant events in my life.....1	2	3	4	5
3. My mother and I are important people in each other's lives.....1	2	3	4	5
4. My father and I are important people in each other's lives.....1	2	3	4	5
5. I get together with my mother from time to time for conversation and recreation.....1	2	3	4	5
6. I get together with my father from time to time for conversation and recreation.....1	2	3	4	5
7. 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
8. 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
9. I openly show tenderness toward my mother.....1	2	3	4	5
10. I openly show tenderness toward my father.....1	2	3	4	5
11. I am fair in my relationships with my mother....1	2	3	4	5

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
1	2	3	4	5	
12. I am fair in my relationships with my father....	1	2	3	4	5
13. I can trust my mother with things we share.....	1	2	3	4	5
14. I can trust my father with things we share.....	1	2	3	4	5
15. My mother and I have mutual respect for each other.....	1	2	3	4	5
16. My father and I have mutual respect for each other.....	1	2	3	4	5
17. I am fond of my mother.....	1	2	3	4	5
18. I am fond of my father.....	1	2	3	4	5
19. My parents do things that embarrass me.....	1	2	3	4	5
20. My present day problems would be fewer or less severe if my parents had acted or behaved differently.....	1	2	3	4	5
21. My parents frequently try to change some aspect of my personality.....	1	2	3	4	5
22. I sometimes wonder how much my parents really love me.....	1	2	3	4	5
23. I am usually able to disagree with my parents without losing my temper.....	1	2	3	4	5
24. I often get so emotional with my parents that I cannot think straight.....	1	2	3	4	5
25. I usually help my parents understand me by telling them how I think, feel, and believe.....	1	2	3	4	5
26. My parents say one thing to me and really mean another.....	1	2	3	4	5

Please use this scale to answer the following questions.

VERY COMFORTABLE	COMFORTABLE	NEUTRAL	UNCOMFORTABLE	VERY UNCOMFORTABLE	
1	2	3	4	5	
1. How comfortable are you having sexual relations in the privacy of your own bedroom when your parents are in your home?.....	1	2	3	4	5
2. How comfortable are you talking to your parents about their personal story of growing up with their parents (your grandparents)?.....	1	2	3	4	5
3. How comfortable are you talking to your parents about family secrets both real and imagined, and about skeletons in the family closet?.....	1	2	3	4	5
4. How comfortable are you talking to your parents about specific mistakes or wrong decisions which they made in the past and would like to do again differently (ex. marriage, occupation)?.....	1	2	3	4	5
5. How comfortable were you talking to your mother about the fact that she was no longer the #1 love in your life?.....	1	2	3	4	5

VERY COMFORTABLE	COMFORTABLE	NEUTRAL	UNCOMFORTABLE	VERY UNCOMFORTABLE	
1	2	3	4	5	
6.	How comfortable are you talking to your father about the ways in which you are different from him in your beliefs, values, attitudes, and behavior?.....				1 2 3 4 5
7.	How comfortable were you talking directly to your parents as peers and equals and saying goodbye to your role as their "little boy"?				1 2 3 4 5
8.	How comfortable are you talking face to face with your parents to make it clear that you are not responsible for their happiness or survival, and that you are not working to meet goals passed on from them or grandparents to you?				1 2 3 4 5
9.	How comfortable are you talking to your parents about their sexuality and sexual experience?				1 2 3 4 5
10.	How comfortable are you talking to your father and mother about his/her approaching death, as to the specifics and what they anticipate about this inevitability?				1 2 3 4 5

Please circle yes or no.

11.	Have you discussed with your parents their personal story of growing up?.....		1 YES	2 NO
12.	Have you discussed family secrets with your parents?.....		1 YES	2 NO
13.	Have you discussed their mistakes and wrong decisions with them?.....		1 YES	2 NO
14.	Did you discuss with your mother that she was no longer the #1 love of your life?.....		1 YES	2 NO
15.	Have you discussed your differences in beliefs values and attitudes with your father?.....		1 YES	2 NO
16.	Did you discuss with them that you are no longer their "little boy"?		1 YES	2 NO
17.	Have you discussed with your parents that you are not responsible for their happiness and you are not working to meet their goals?		1 YES	2 NO
18.	Have you ever had discussions with your parents about their sexual experiences?		1 YES	2 NO
19.	Have you discussed with your parents their approaching death?		1 YES	2 NO

Please use this scale to answer the following questions about your daughter involved in this study.

ALL THE TIME	FREQUENTLY	OCCASIONALLY	RARELY	NEVER	
1	2	3	4	5	
1.	How often do you share private and personal information about your marriage with your son or daughter?.....				1 2 3 4 5
2.	How often does your mate share private and personal information about your marriage with your daughter?.....				1 2 3 4 5



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 am 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 we 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

STRONGLY AGREE 1	AGREE 2	DISAGREE 3	STRONGLY DISAGREE 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
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** relationships with your parents and your boyfriend. 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 boyfriend, then answer the questions as they might apply to your most likely or most recent boyfriend. Please circle the number which best reflects your opinion.

EXCELLENT 1	GOOD 2	FAIR 3	POOR 4	VERY POOR 5
Rate the quality of your relationship with:				
1. your boyfriend.....1	2	3	4	5
2. your mother.....1	2	3	4	5
3. your father.....1	2	3	4	5
Rate the satisfaction with your relationship with:				
4. your boyfriend.....1	2	3	4	5
5. your mother.....1	2	3	4	5
6. your father.....1	2	3	4	5

EXCELLENT 1	GOOD 2	FAIR 3	POOR 4	VERY POOR 5
7. How satisfied are you with the frequency of contact which you have with your mother...1	2	3	4	5
8. How satisfied are you with the frequency of contact which you have with your father...1	2	3	4	5

How often do you have to change your behavior to meet your parents' expectations concerning school, marriage etc.?

Please use the following scale to answer questions 9 - 16.

ALL THE TIME 1	MOST OF THE TIME 2	HALF OF 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.....1	2	3	4	5
10. To meet my father's expectation concerning my school/work, I feel I must change my behavior.....1	2	3	4	5
11. To meet my mother's expectation concerning my marriage, I feel I must change my behavior.....1	2	3	4	5
12. To meet my father's expectation concerning my marriage, I feel I must change my behavior.....1	2	3	4	5
13. To meet my mother's expectation concerning my appearance, I feel I must change my behavior.....1	2	3	4	5
14. To meet my father's expectation concerning my appearance, I feel I must change my behavior.....1	2	3	4	5
15. To meet my mother's expectation concerning my lifestyle, I feel I must change my behavior.....1	2	3	4	5
16. To meet my father's expectation concerning my lifestyle I feel I must change my behavior.....1	2	3	4	5

Please use the following scale to answer items 17 - 58:

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...1	2	3	4	5
18. I sometimes wonder how much my parents really love me.....1	2	3	4	5
19. I get together with my mother from time to time for conversation and recreation.....1	2	3	4	5
20. I get together with my father from time to time for conversation and recreation.....1	2	3	4	5
21. I often get so emotional with my parents that I cannot think straight.....1	2	3	4	5
22. I share my true feelings with my mother about the significant events in my life.....1	2	3	4	5
23. I share my true feelings with my father about the significant events in my life.....1	2	3	4	5

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5
24. I worry that my parents cannot take care of themselves when I am not around.....1	2	3	4	5
25. I can trust my mother with things we share....1	2	3	4	5
26. I can trust my father with things we share....1	2	3	4	5
27. I am fair in my relationship with my mother...1	2	3	4	5
28. I am fair in my relationship with my father...1	2	3	4	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 which 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 boyfriend. If you do not have a boyfriend, then answer the questions as they might apply to your most likely or most recent boyfriend.

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

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

Use the following scale to answer items 59 - 66:

VERY OFTEN	OFTEN	OCCASIONALLY	RARELY	NEVER
1	2	3	4	5
59. How often do you feel compelled to take sides when your parents disagree?.....1	2	3	4	5
60. When your parents disagree, how often do you feel "caught in the middle" between them?.....1	2	3	4	5
61. It feels like I cannot get emotionally close to my mother without moving away from my father.....1	2	3	4	5
62. It feels like I cannot get emotionally close to my father without moving away from my mother.....1	2	3	4	5
63. Children's problems (behavior, school, physical illness) sometimes coincide with marital conflict or other stress in families. In your view, how often does this happen in your family?.....1	2	3	4	5
64. How often do your parents disagree about specific ways to treat you (ex.discipline)?...1	2	3	4	5
65. How often does your mother intervene in a disagreement between you and your father?.....1	2	3	4	5
66. How often does your father intervene in a disagreement between you and your mother?.....1	2	3	4	5

Please indicate for questions 67 to 75 your degree of comfort in discussing the following topics with your parents. Use the following scale to answer questions 67 - 75.

VERY COMFORTABLE	COMFORTABLE	NEUTRAL	UNCOMFORTABLE	VERY UNCOMFORTABLE	
1	2	3	4	5	
67. How comfortable are you talking to your father about the personal story of growing up in his parent's home (your grandparents' home)?.....	1	2	3	4	5
68. How comfortable are you talking to your father about family secrets both real and imagined, and about skeletons in the closet?.....	1	2	3	4	5
69. How comfortable are you talking to your father about specific mistakes or wrong decisions which he made in the past and would do differently again?.....	1	2	3	4	5
70. How comfortable are you talking to your father about the fact that he is no longer the # 1 love in your life?.....	1	2	3	4	5
71. How comfortable are you talking to your mother to tell her openly the ways in which you are different from her in your beliefs, values, attitudes and behavior?.....	1	2	3	4	5
72. How comfortable are you talking directly to your father as a peer and equal to say goodbye to your role as his "little girl"?.....	1	2	3	4	5
73. How comfortable are you talking face to face with your father and mother to make it clear with them that you are not responsible for his/her survival or happiness in life, and that you are not working to meet goals passed on from them or your grandparents to you?.....	1	2	3	4	5
74. How comfortable are you talking to your father and mother about his/her sexual experience?.....	1	2	3	4	5
75. How comfortable are you talking to your father and mother about his/her approaching death, as to the specifics and what they anticipate about this inevitability?..	1	2	3	4	5

Please circle yes or no.

76. Have you discussed with your father his personal story of growing up?.....	1 YES	2 NO
77. Have you discussed family secrets with your father?.....	1 YES	2 NO
78. Have you discussed his mistakes and wrong decisions with him?.....	1 YES	2 NO
79. Have you discussed with your father that he is no longer the # 1 love of your life?.....	1 YES	2 NO
80. Have you discussed your differences in beliefs, values and attitudes with your mother?.....	1 YES	2 NO
81. Have you discussed with your parents that you are no longer their "little girl"?.....	1 YES	2 NO
82. Have you discussed with your parents that you are working to meet your goals and not the family's goals for you?.....	1 YES	2 NO

- 83. Have you ever had discussions with your parents about their sexual experiences?.....1 YES      2 NO
- 84. Have you discussed with your parents their thoughts and feelings about death?.....1 YES      2 NO

Please answer the following questions about yourself. Your answers will aid us in interpreting the results of our research.

1. What is the date of your birth? \_\_\_\_\_

2. Please specify the age and sex of each of your brothers and sisters.

	AGE	SEX
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

3. The person participating in this study with me is my:  
Circle the correct number.

- 1. BIOLOGICAL FATHER
- 2. ADOPTIVE FATHER      HOW MANY YEARS? \_\_\_\_\_
- 3. STEPFATHER      HOW MANY YEARS? \_\_\_\_\_

4. Is there anything else you would like for us to know?

THANK YOU FOR PARTICIPATING IN THIS STUDY!

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I do willingly give my permission for myself and my daughter to participate in a research project exploring father-daughter relationships. The project is developed through the Center for Family Services and the Department of Family and Child Development. I understand that the information I provide will be completely confidential and I maintain the right to refuse to participate at any time. The information provided will not be revealed to the public school system and will not affect my child's educational program. My responses will not be revealed to my daughter and my daughter's responses will not be revealed to me. I may request the results of the research.