

THE CHANGING ROLES AND EXPECTATIONS OF FATHERS
THROUGH THREE GENERATIONS

By

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ABSTRACT

The purpose of this study was to determine if the roles of fathers have changed and if they are more or less involved with the care of their children than were their fathers. A historical role of fatherhood was reviewed beginning with the Colonial period. The impact fathers have on their child's development, maternal gatekeeping, and the effects of both residential and non-residential fathers on their children was also examined. Information was gathered to determine if age, educational level, or financial status of the fathers was a determining factor in their attitudes towards parenting or their involvement in their child's care. The subjects were all fathers attending the University of Wisconsin-Eau Claire or who were employed by the institution. There were 78 fathers ranging in age from 25-81 years who completed a survey. The study concluded that there is a

change in the roles and expectations put on the fathers of this generation. The fathers in this study were more involved in the care of their children than were their fathers.

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Chapter One

Introduction

The role of the father has changed many times throughout American history. There were times when the father assumed almost complete control over his children and was the primary influence in their lives. There were also periods when the father had almost nothing to do with the care or upbringing of his children. It wasn't until the 1970's that researchers were giving much thought or consideration to the role of fathers. Ross Parke, one of the first psychologists to write about fathers, suggested "We didn't just forget about fathers by accident: we ignored them on purpose because of our assumption that they were less important in influencing the developing child" (cited in Coltrane, 1996, p.42).

According to Cabrera, Tamis-LeMonda, Bradley, Hofferth, and Lamb (2000), there are four major social trends that have led to the changes in expectations and roles of fathers in the twenty-first century. The first, and probably most influential, is the rapidly increasing number of mothers who are working outside the home. Most couples today believe that both parents must work in order to support a family. More than two thirds of all women with children are working in the labor force. More women are beginning to question why they are expected to work and take responsibility for almost all of the child care and domestic chores. There has been a rapid change in employment for women, but a slower trend for men to become involved in family roles. The second major trend is the increased number of absent fathers. The number of children who live with only one

parent sometime during their childhood has risen to over 50% (Hernandez, cited in Cabrere, et al., 2000).

Fatherlessness is causing one of the biggest social problems in our country. Twenty four million children live in homes without their fathers. “The single biggest social problem in our society may be the growing absence of fathers from their children’s homes because it contributes to so many other social problems. Without a father to help guide, without a father to care, without a father to teach boys to be men, and to teach girls to expect respect from men, it’s harder” (President Bill Clinton, cited in Head Start Bureau, 2004). Children who grow up without fathers are more likely to suffer from child abuse, poverty, low academic achievement, drug use, emotional and behavioral problems, and suicide (Horn & Sylvester, 2003). “A father’s absence affects children not because their households are poorer and their mothers are more stressed, but because they lack a father figure, a model, a disciplinarian, and a male figure in their lives” (Blakenhorn, cited in Lamb, 2002a, p.172).

A more recent trend is the increased involvement of some fathers with the care of their children. With more mothers of young children working outside the home, fathers have had to help more often with child care and household tasks. The final trend that has led to fathers’ changing roles is the increase in cultural diversity that has changed the racial and ethnic population of the United States. This diversity brings different views of what are appropriate roles and behaviors of fatherhood. In 1999, one of every five fathers with children living at home were foreign born or living with a foreign born wife. The United States Census Bureau predicts that between the years 2035 and 2040 this number

will increase to over 50%. Due to the increase in cultural diversity in the United States, important changes may occur in the meaning and context of fathering.

Although research on fathers has increased in the past thirty years, there are still more studies done with mothers and children, especially mothers and young children. Researchers want to better understand the effects fathers have on their child's development. Studies by Pruett (cited in Coltrane, 1996, p 7) found that fathers who interact with their children and share more equally in the responsibilities with the everyday details of their upbringing tend to have children who exhibit enhanced intellectual, cognitive, social, and emotional skills. Lamb referred to fathers as "forgotten contributors to child development" (1987, p. xiii). In 1954, English described fatherhood this way:

Traditionally, Father has been looked on as the breadwinner. In times past so much of his time and energy was used in this role that at home he was thought of as a taciturn and stern, albeit kind. He accepted the fact that he earned the money and mother cared for the home and raised the children. (cited in Weiss, 2000, p. 86).

Mothers of young children have been learning to balance work and family for many years. Now many fathers are looking for ways to fulfill their role as a breadwinner and still be a good father to their children.

The "new" father, and husband, is far more involved, nurturing, and emotionally sensitive than the disengaged dad of a generation ago. On the other hand there are disturbing images of deadbeat dads and abusive husbands, who fail to meet the most basic responsibilities of the father

role: to provide their children with emotional and financial support and to treat their wives and children in a civil, if not a loving, manner.

(Mintz, 1998, p. 21)

To define fatherhood will always be difficult. There has never been a single unitary role for fatherhood. There will always be differences and variations across the lines of class, race, ethnicity, and religion. Dads are different from their fathers in that they no longer define a “good” dad only in terms of how well he provides financially for his family. Today dads need to have a close and nurturing relationship with their children. This is important for children, for fathers, and for families.

Statement of the Problem

The purpose of this investigation is to explore the roles of fathers and how they have changed through three generations. Data will be collected from fathers of preschool children attending University of Wisconsin-Eau Claire Children’s Center and fathers employed by the university who have older and/or grown children. A survey will be given out during the 2005 summer session to measure fathers’ attitudes and behaviors toward their involvement with their children.

Null Hypotheses

The Null Hypotheses for this study are as follows:

There is no statistically significant difference between fathers’ attitudes toward parenting and the degree of involvement with their children and their own father’s attitudes and involvement with his children.

There is no statistically significant difference between attitudes and participation of fathers based on their educational level.

There is no statistically significant difference between attitudes and participation of fathers based on their financial status.

There is no statistically significant difference between attitudes and participation of fathers based on their age.

Definition of Terms

Co-parenting: parents who are equal participants in childrearing.

Deadbeat dads: men who fail to meet the basic responsibilities of providing emotional or financial support for their children.

Gatekeeping: a mother's attempt to restrict and exclude fathers from child care and involvement with their children.

Involved fathers: men who are involved in the day-to-day responsibilities of parenting and who value the importance of these activities (Palm, cited in Palkovitz, 2002).

Chapter Two

Literature Review

Introduction

This chapter will begin by presenting a historical overview of fatherhood in the United States and how it has changed. The importance of fathers on their children's development will be discussed, followed by how children are affected by an absent father. In addition, a section will focus on maternal gatekeeping. The chapter will conclude by presenting policies and initiatives that are encouraging fathers to be more active participants in their children's lives.

Historical View of Fatherhood

During the Colonial period, fathers played a dominant role in their children's lives. They were the moral teachers and guides for their children. It was this time in history that fathers were much more involved with their children and family than they were in later periods. The ideal father of the Colonial period was a stern patriarch (Pleck & Pleck, 1997). It was the father's responsibility to see that the children had a good moral upbringing. It was also the father's responsibility to teach children basic reading skills, crafts, and skills to meet the needs of the family and religion. Pleck and Pleck (1997) stated that it is during this time that good fathers were defined as men who provided a model of good Christian living and who raised children who were well versed in the Scriptures. It was also the responsibility of the father to lead the family in prayer, teach them the catechism, help prepare their children in their future occupation, help in the selection of a spouse for their children, and discipline children and household members (Mintz, cited in Booth & Crouter, 1998). During Colonial times, women were

expected to follow the father's advice on child-rearing. Colonists believed that it was fathers who provided the best examples of proper moral character for their children. It was believed that women were excessively fond of their children and governed by their passions rather than by reason (Ulrich, cited in Lamb, 1997). Furthermore, qualities considered to be essential to good childrearing- rationality, self-control, and theological understanding –were believed to belong to men, rather than women (Pleck & Pleck cited in Lamb, 1997). Most literature dealing with childrearing was addressed to fathers. Mothers, however, cared for the day-to-day needs of babies and toddlers. Fathers were expected to punish disobedient children or spouses and to maintain order in the home. The father's authority over his children was usually more influential than the mothers, especially for his sons. All property, including the children and wife, belonged to the father. This also included all the earnings that the wife and children brought into the family. Wives and children were expected to help the family financially, but under the men's direction. The women were active participants in many of the responsibilities that would later be taken over by men. Women helped on the family farm, supervised planting, participated in home manufacturing of goods, and other business pursuits of the husbands. The family was a cooperative unit (Mintz, cited in Booth & Crouter, 1998).

About the time of the American Revolution, there was a widespread attack on patriarchal ideals. The mother was assumed to be the primary parent: the father's role became passive rather than active (Pleck & Pleck, cited in Lamb, 1997). Pleck and Pleck state that the single most important change in the father's role was economic. Breadwinning came into focus as the most important and defining characteristic of fatherhood and as the criterion by which "good fathers" could be appraised (Lamb,

1987). Men and women were beginning to marry more for love and companionship than for a gain in property. This era placed more value on feelings and emotions (Mintz, 1998). Fathers were no longer in control of their children's lives, but were encouraging and supportive to enable the children to find happiness and fulfillment in their lives. Women were now given a choice in who they wanted to marry. Most men began to find work outside the home. There was a shift from an agricultural society to an industrial economy. As men became employed away from home, women took on most of the responsibilities for the home and children. Furstenberg (1997, p. 223) stated that this was the "beginning of an almost exclusive emphasis on economic responsibilities for fathers, which curtailed the men's day-to-day contact with their children."

Before the Civil War, men were once again granted the role as their children's moral overseer. Religious revivals known as the Second Great Awakening gained popularity throughout the United States. The new definition of a man was "a truly Christian family man who would serve as his family's religious leader, educate his children, restrain their impulsive behavior, and take a loving interest in his wife and children's lives" (Davidoff & Hall, cited in Mintz, 1998, p. 14). The decade following the Civil War was recognized for many social problems. Eleven states made desertion and nonsupport of destitute families a felony and three states instituted the whipping post where wife-beaters were punished with floggings (Gordon, cited in Mintz, 1998)

During the Depression, many women were forced to work outside the home. Unemployed men were often left to take care of the children and help with household chores. Often men felt a lowered sense of self-esteem due to their failure to support their families. Many men became self-destructive or abusive to their wives and children.

More than 1.5 million married husbands deserted their wives and children during the Depression (Mintz, cited in Booth & Crouter, 1998). Between the time of the Depression and the Second World War, a new concept of fatherhood evolved. A Father's breadwinning role and moral teacher of children was still important, but now the focus shifted to concern about the father's function as a sex-role model, especially for his sons (Lamb, 1987).

During World War II, women's roles were again expanded even further by taking jobs that were normally filled by men who were now serving in the armed forces. The absence of fathers brought about many social problems. There was an increase in juvenile delinquency among boys and sexual promiscuity among teen-age girls. It was then that researchers began to assume that the presence of fathers was critically important in a child's development (Mintz, cited in Booth & Crouter, 1998).

After the war, mothers returned to the home to raise their children. The division of labor was most often divided by gender. Fathers played more of a recreational role with their children. He took them on outings and played ball with his sons. He was allowed to hug his children and show other expressions of affection. There was less emphasis on his role as a disciplinarian. Overall, however, fathers spent little time with their children. Many people worried that children were spending too much time with their mothers and believed this would produce unmanly boys (Griswold, cited in Coltrane, 1996).

The feminist movement put women back into the work world. With the rise in the divorce rate and smaller families, women began to assume a greater role in the economics of the family. Higher educational levels made work outside the home more attractive

than full-time motherhood. When men became less obligated to be the sole breadwinner, they were given more opportunities to spend time with their children. Now that more women were working and could better support themselves and their children, men felt less obligated to stay with the family. There was an increase in the number of men who abandoned their children. When the men were no longer living with their families, they felt less compelled to assume economic responsibility for them. From 1960 to 1980, there was a declining involvement of fathers in their children's lives (Furstenberg, 1997). Less educated men left their families more often than did better educated fathers. Eggebeen and Uhlerberg stated that "fatherhood is becoming a more voluntary role that requires a greater degree of personal and economic sacrifice" (cited in Furstenberg, 1997, p. 227). There appeared to be an almost even division between fathers who abandon their children and fathers who are very committed and dedicated to them.

Recently there appears to be more emphasis placed on co-parenting. This requires fathers to be an equal participant in childrearing. Dr. Benjamin Spock stated: "The father –any father–should be sharing with the mother the day-to-day care of their children from birth onward. This is the natural way for the father to start the relationship, just as it is for the mother" (cited in Pleck & Pleck, 1997, p. 45). Data on the changing patterns of parental involvement was developed by Juster and Stafford from the Institute for Survey Research at the University of Michigan. They used time diaries that recorded the number of hours parents worked outside the home and the number of hours that were spent doing child care and household tasks. Juster and Stafford found there was a decrease in the number of hours men spent at work and an increase in the hours women worked. They also found that men spent more time in child care and domestic chores

when the mother was employed, but they still were not assuming an equal role. Men with young children do even less than husbands with no children or older children (cited in Furstenberg, 1997).

Historical views of fatherhood are continually changing the responsibilities of men and women. These changes create new sets of expectations, beliefs, and attitudes about the role fathers take in raising their children.

Father's Influences and Involvement on Child Development

A father's influence on his child's development is far from being understood. It involves the degree to which a father is an active participant in childrearing. However, his involvement can be a positive influence on his child or it can be a negative influence. Factors such as the father's personal characteristics are also important in determining quality interaction between father and child.

Men engaging in fathering roles vary by marital status, marital quality, legality of paternal status, residential status, educational level, employment status, income, relationship with his own father, supports and hindrances toward involvement, beliefs about father's role, cultural background, individual skill levels, and motivation.

(Palkovitz, 2002, p. 122)

Because father involvement changes over time, it is difficult to interpret studies and make comparisons. Researchers have debated over the issue of quality versus quantity of father's involvement. Usually more involvement means more time spent with the child. Involvement is most often viewed as a positive for the child, but increased involvement can be harmful for a child if the father models inappropriate behaviors or

inflicts physical or psychological harm to the child. More involvement can also include a variety of other things including: more financial support, more commitment, more care giving, more play time, and more affection and warmth. More involvement often means more relationship. More involvement has also meant more affection, more touch, and more smiles (Palkovitz, 2002).

Father's active participation in children's lives appears to be more important than simply the amount of contact. Both quantity and quality combined will produce a concept of positive parental involvement and will result in more positive child outcomes (Nord, cited in Cabrera et al., 2000).

Lamb (cited in Cabrera et al., 2000, p. 129) defined three components of father involvement.

Accessibility- a father's presence and availability to the child, regardless of the actual interactions between the father and child.

Engagement- a father's experience of direct contact, care giving, and shared interactions with the child

Responsibility- a father's participation in such tasks as scheduling doctor appointments or arranging child care. This is the time when the father is actually responsible for the child's welfare rather than just helping out when necessary.

Parents in close confiding marriages had more positive attitudes toward their roles as parents than did parents in less successful marriages. Their children were better adjusted than children from families that displayed conflict (Cox, cited in Lamb, 1997). Evidence has shown that the greater the involvement by fathers with child care and

household tasks, the more strain that is reduced for working mothers. By lessening the burden for working mothers, the well-being of the marriage is enhanced, which will also contribute to the child's adjustment (Hoffman, cited in Lamb, 2000a). When fathers take a more equal share of child care, the children are less likely to develop gender conceptions that restrict the future family performances of males and occupational performance of females (Hoffman, cited in Lamb, 2002a).

Fathers, who have had loving, secure relationships with their own fathers, tended to be more sensitive and involved in their children's lives. Fox found that the quality of a father-to-be's relationship with his own father was found to be the most important predictor of the younger man's sensitivity to his own child and to the appropriateness of his responses to him or her (cited in Pruett, 2000, p. 20). Fathers are apt to parent more like their fathers than like their mothers (Loch-Hesselbart, cited in Cabrera et al., 2000). Very few mothers say they learned how to parent from their own fathers, however.

Fathers who are better off financially spend less time with their children than do low-income fathers, however their involvement is usually more positive (Levy-Shiff & Israelashvili, cited in Cabrera et al., 2000). When fathers are forced involuntarily into child care or parental responsibilities, children may not benefit and may sometimes suffer.

More positive father involvement may also be associated with the desire to be a father. Unplanned or unwanted pregnancies may have a negative effect on children's self-esteem, most often due to a father's tendency to be less involved and less supportive of these children (Calrera et al., 2000).

A father's involvement with his children may also depend on the amount of encouragement and support he receives from his wife, his family, and his friends. Both men and women are similarly predisposed emotionally to nurture their children in most circumstances, although they are usually not similarly prepared or supported by society or their own families to do so (Pruett, 2000, p. 22). A father's involvement with his child will probably have direct influences on child development in the same way that the mother's involvement does. Children benefit greatly by interacting with two very involved parents. It may also be beneficial for children to have parents with two different parenting styles (Palkovitz, 2002). When fathers were observed playing with their infants and toddlers, they tended to engage in more physical and unpredictable play than did mothers (Clarke-Stewart et al., cited in Lamb, 2002a). This type of play produces more positive responses from infants and later finds that children would rather play with dad when they are given a choice (Clark, cited in Lamb 2002a). Mothers are more likely to hold and cuddle their infants and fathers are more likely to engage in play while feeding or changing their diaper (Belsky, cited in Lamb, 2002a). Fathers, however, prefer playing with their young children rather than being actively involved in their care (Clark-Stewart, cited in Lamb, 2002a). Pruett found that infants, from eighteen to twenty-four months, who had very involved fathers were more secure and more likely to explore the world around them with greater curiosity than children who did not have participating fathers. Father's who played actively with their children and were slower to help them through frustrating situations, helped to promote both problem-solving skills and independence in their children (Pruett, 2000).

Horn and Sylvester (2003) found that children with involved, loving fathers are more likely to do well in school, have healthy self-esteem, exhibit empathy and pro-social behavior, and avoid high-risk behaviors such as drug use, truancy, and criminal activity compared to children who have uninvolved fathers. The likelihood that a young male will engage in criminal activity doubles if he is raised without a father and triples if he grows up in a neighborhood with a high number of fatherless families. (Hill & O'Neil, 1993).

Fathers have been found to be important in the development of children's emotional regulation and control (Gottman, cited in Cabrera et al., 2000). They are also more likely to encourage their children to be more competitive and independent and to take more risks (Palkovitz, 2002).

Pruett (2000) found that mothers and fathers tend to respond to their child's unacceptable behavior in very different ways. Mothers tend to discipline by explaining the relational and social costs of the misbehavior. As the child gets older, she may use shame or express her disappointment in the behavior. She may state that she felt personally let down by the child's actions. Fathers tend to emphasize the consequences of the behavior. He disciplines with less emotion. This may give children the impression that he is less manipulatable and more functionary. Both mothers and fathers tend to feel more comfortable and confident of their authority when disciplining a child of the same gender.

Families with both parents living together and raising their children teach many important skills to their children. They teach respect for others, they also show how to support each other, how to communicate openly, and how to solve problems through

compromise and negotiation. The children in these families learn to model these behaviors when interacting with their friends and later with their partners (Amato, 1998).

Pruett (2000) reports that studies find that positive involvement of fathers lowers levels of disruptive behavior in school, reduces acting out, lessens childhood depression, and lying. Children are better at obeying parents, are kinder to others, and have fewer behavioral problems, and are more willing to try new things. Pruett concludes that positive father care is associated with more pro-social and positive moral behavior overall in boys and girls

Research done by Radin found that children of nurturing and involved fathers had higher levels of verbal skills. Their IQ was also positively associated with their father's nurturing abilities. If the father was a strict authoritarian disciplinarian, however, this was not true (cited in Pruett, 2000).

Most studies show that children who have loving and nurturing fathers are happier and better adjusted than children who have inattentive fathers. Fathers influence their children in important and different ways than do their mothers. Generally, children achieve better outcomes when they have an involved and committed father who takes his responsibilities for his children seriously.

Effects of Non-Residential Fathers on Child Development

The United States is the world's leader in fatherless families. Approximately 24 million children or 34 percent of all children live in a home where their father does not reside (Wade & Sylvester, 2002).

Blankenhorn stated:

The key for men is to be fathers. The key for children is to have fathers.

The key for society is to create fathers. For society, the primary results of fatherhood are right-doing males and better outcomes for children.

Conversely, the primary consequences of fatherlessness are rising male violence and declining child well-being. In the United States at the close of the twentieth century, paternal dis-investment has become the major source of our most important social problems, especially those rooted in violence. (Lamb, 2002b, p. 170)

Half of all children in the United States will live at least part of their childhood without a father living in the home (Lamb, 2002b). Another 17% of parents will separate, but not legally divorce. Although 66% of divorced women and 75% of all divorced men will remarry, there is a 10% higher rate of divorce than for first marriages (Bumpass, Sweet, & Castro-Martin, cited in Lamb, 1997). One of every ten children will experience two divorces of their custodial parent before they turn sixteen (Hetherington & Stanley-Hogan, 1997). Maidment (cited in Loewen, 1988, p. 195) stated: "For many noncustodial parents, divorce not only ends their marriage, but also their participation as parents". Following a divorce, most children live with their mothers and spend time on week-ends or special occasions with their fathers. Fathers who maintain contact with

their children after a divorce tend to be more permissive than authoritative, and they are more likely to take a recreational role with their children (Furstenberg & Cherlin, cited in Lamb, 1997). If nonresidential fathers are not taking the role of the parent, then just spending time with the child may not contribute in a positive way to the child's development (Amato, cited in Booth & Crouter, 1998). Nonresidential fathers play an important role in their children's lives depending on how well they are able to provide appropriate guidance, discipline, and support for their children. Many divorced fathers are confused or nervous about their ability to parent. They feel they are not well prepared to take on the responsibilities of parenting, even on a part-time basis. Most custody and visitation decrees do not support the maintenance of relationships between children and their noncustodial fathers. Recently, more fathers have been granted custody of their children, but sole custody of children to mothers is still the most common legal arrangement when parents divorce. Research by Maccoby and Mnookin (cited in Pruett, 2000) found that 82 percent of mothers ask for sole physical custody of their children. It is granted to most of them. Fathers tend to ask for less custody than they really want because they feel if they ask for more, it might actually penalize them. Most fathers visit their children less and less frequently as time passes (Lamb, 2002b). Only 25 % of all children living with their mothers see their father once or twice a week. Over 33% do not see their fathers at all or only see them once or twice a year (Seltzer, cited in Hetherington & Stanley-Hagan, 1997).

There are several factors that contribute to a father maintaining or losing contact with his child following a divorce. If the father and the child live relatively close in proximity to each other, contact may be more frequent. Contact lessens when

interactions with the mothers cause stress or make fathers feel they have been given little control over what happens to their children. There is generally less contact with younger children than school-age children. There is somewhat greater involvement with sons than daughters (Furstenberg, cited in Hetherington & Stanley-Hagan, 1997). Black fathers are more likely to maintain contact than are White fathers, and Hispanic fathers are the least likely to stay involved (McLanahan & Sandefur, cited in Hetherington & Stanley-Hagan, 1997). Fathers are equally divided on maintaining relationships with children who show behavioral or emotional problems. Half will stay connected, hoping to help the child through the difficulties, and the other half will have little contact with the child (Furstenberg, cited in Hetherington & Stanley-Hagan, 1997). Fathers also tend to see their children less when they remarry or the former spouse remarries. Less educated and lower income males are not as likely to remain involved with their children as those fathers with more resources.

There are an increasing number of couples who never marry when the woman becomes pregnant. Social pressure to enter into marriage is less than in previous years. Children born outside of marriage have now overtaken divorce as the primary cause of father absence (Horn & Sylvester, 2003). This has made it easier for men to abandon their children. These fathers may have little contact with their children and then decide not to support them financially either. Only about a third of all children living with their mothers are receiving child support from their fathers. This support is often so low that the children are still living in the poverty level (Furstenberg, 1997). In the *Income and Demographic Characteristics of Nonresidential Fathers of 1993*, it stated that nonresidential fathers, as a whole, are considerably better off financially than are

custodial mothers (Sorensen & Wheaton, 2000). However, Pruett (2000) states that at least 20 percent of single fathers live in poverty and many more are near poor.

Divorce disrupts one of the child's most important relationships, the relationship with his or her father. Children make better adjustments after a divorce if they continue to have a good relationship with both parents and if they are receiving appropriate child support (Amato, cited in Lamb, 2002b). Child support is generally greater if the father is allowed to see the child and be part of the child's life. Households with a nonresidential father tend to be poorer. The mothers often have to work longer hours to support the family and there may be less supervision of the children. Boys who grow up without a father seem to have problems in areas of sex-role or gender identity, problems with school performance, psychosocial adjustment, and in the control of aggression (Hetherington & Stanley-Hagan, 1997). When a father stops visitation with their children, it causes a greater likelihood that the boys will become involved in delinquent behaviors (Maidment, cited in Loewen, 1988). Both boys and girls may often suffer from depression. Horn & Sylvester (2003) added that children who grow up without a father are also more likely to suffer from abuse, poverty, drug use, and suicide.

The withdrawal of the noncustodial parent has several very negative effects. The most critical effect is the child's sense of abandonment. Most emotional disturbances in children of divorce center around their anger at being left or their sense of being unlovable because a parent did not love them enough to stay (Wedermeyer, cited in Loewen, 1988).

Children have always told researchers that they would like to see their fathers more often (Hetherington, cited in Loewen, 1988). Nonresidential fathers should be available to help mothers out when problems with the children arise. They should be an additional model of behavior for their children. Fathers could help ease the workload and stresses for the mother so she would have more quality time with the children. However, one-third to one-half of all custodial mothers resist visitation of fathers (Ambrose et al., cited in Loewen, 1988).

Many noncustodial fathers suffer emotionally after leaving the home and their children. They often feel a great sense of loss and depression. Many suffer from some form of mental or physical health problem following the divorce (Ambrose et al., cited in Loewen, 1988). The majority of fathers have the potential to be a positive influence in the life of their child. They should be allowed a greater role in childrearing. More visitation is usually good for children. It is also good for fathers. It allows fathers to feel that they are still important and influential in their child's life. There is substantial evidence that shows that most children would benefit from building and maintaining relationships with both the custodial and noncustodial parents following a separation (Lamb, 2002b).

Pruett (2000, p.103) stated that what changes most profoundly after divorce, and what is the hardest to measure, is the balance of needs, emotions, dreams, support, and gifts that parents and children bring to one another. This change lasts forever.

Marriage is a contract, and in most societies of the world you can rescind it, but

Parenthood is not a contract and you cannot break it. The law's attempt to

achieve the civil death of a noncustodial parent is foolish and destructive
Margaret Mead (cited in Pruett, 2000, p. 102).

Maternal Gatekeeping

Gatekeeping is defined as mothers' attempts to restrict or exclude fathers from child care and involvement with their children (Fagan & Barnett, 2003). There is a relationship between a mother's gatekeeping and the father's involvement with his children. Mothers play an important role in developing and defining this relationship. Even following a divorce, the mother is the key factor in the degree to which fathers participate in parenting (Baver & O'Connell, cited in Fagan & Barnett, 2003). Pleck (cited in Lamb, 2002a) found that fathers' attitudes toward their involvement with their children have changed slowly over the past two decades. He found that mothers' attitudes have also changed slowly. His survey found that a majority of men wanted to be more involved in childrearing and household chores, but a majority of women did not want their husbands to be any more involved than they already were. Some women felt that more paternal involvement would threaten the dynamics of the family. These women received a sense of power within the family structure by almost exclusively taking on these responsibilities. Hochschild (cited in Fagan & Barnett, 2003) found that mothers tended to restrict their husbands' involvement with their children when men did not participate in household tasks as often as the mothers expected.

Gatekeeping may be used more often in families where the father does not live with his children. Mothers who are angry with the father for leaving the family and for

not having an equal share of responsibility for child care may put more restrictions on the father. Divorced parents are often in conflict over visitation rights of the father. Mothers may make visitation so difficult for fathers that they actually spend less time with their children in order to avoid the conflict. A mothers may also limit the involvement of the father if she believes he is less competent as a parent. When mothers feel the fathers are competent at parenting, there is less gatekeeping behavior toward the men.

Financial support is another factor that affects gatekeeping behavior. The more money the father contributes to the family, the more the mother perceives the father to be a capable parent. Mothers who believe fathers have an important impact on their child's well-being are also less involved in gatekeeping. Wives with better education and who earn a more equal share of the family income are more likely to accept greater participation from their husbands (Coltrane, 1996).

Best Age to Become a Father

According to Robinson and Barret (1986) there is no "right" or best time for a man to become a father. There are advantages and disadvantages at any age. Timing, however, does play a significant role in the quality of parenting.

Fathers in their 20's bring a freshness and openness to parenting than can enrich the quality of parenting. Young fathers may find it easier to relate to their children's activities. Many young fathers are working hard to establish their careers and may actually spend less time with their children than older fathers. Daniels and Weingarten (cited in Robinson & Barret) find that younger fathers are less likely to develop equal sharing of child care with their spouse.

There are also advantages to having children later in life. Mature fathers often have a better sense of their personal identity and may be more confident in their decision to have children. Older fathers may also have a more stable marriage and be more financially secure. They often have more parenting resources available to them and feel a sense of regeneration with the birth of their child. Mature fathers are more apt to be involved in co-parenting than are younger fathers.

Future Trends for Fathers

In the 1970's, the roles and expectations of dad began to change. This change was brought about by the feminism movement. It was also in response to the rise in working mothers. These mothers were demanding more help from their husbands as they tried to work, raise children, and keep up a home. Fathers were now seen as full partners in parenthood. The ideal father is one that is nurturing, caring, physically, and emotionally involved with his children. He is a co-parent or equal participant in all aspects of childcare and childrearing. The co-parent concept assumes that mothers and fathers must share the tasks and responsibilities of childrearing equally and that their roles are interchangeable (Pleck & Pleck, cited in Lamb, 1997). Even if the parents divorce, he is expected to remain an active participant and take an equal role in his child's care.

Skeptics say that this "new father" is largely a cultural myth. He is propagated in movies and television and that masks the reality that most child care and housework is still done by women (laRossa, cited in Lamb, 1997). Some studies have found that a

father's participation, especially in homes where mothers are employed outside the home, is not necessarily voluntary. Mothers are demanding more participation from fathers.

Lamb (1997) gives four important ways in which fathers have a great impact on the development of their children. The major influence is still breadwinning because it contributes to both the physical and emotional well-being of children. A father's role as an emotional support for mothers is also important. This support enhances the quality of the relationships within a family. Thirdly, fathers impact the family by being involved in household chores which takes some of the burden off the mother and models behaviors of equality for children. Fathers also influence their children by interacting with them directly.

The National Fatherhood Initiative was founded in 1994 to lead a society-wide movement to confront the problem of father absence. In 1995, former President Clinton and Vice President Gore asked federal agencies to assume greater leadership in promoting father involvement by reviewing programs and policies to strengthen the importance of fathers in the lives of children. They also wanted better research and data on fathers. A group of researchers, educators, and policy makers met to gather ideas and decide how this could be accomplished. They agreed that there needed to be an organization that would stimulate a social movement to combat father absence and promote responsible fatherhood. The United States Department of Health and Human Services (2003) has developed an initiative to address policies on fathers and has adopted five principles.

1. All fathers can be important contributors to the well-being of their children.

2. Parents are partners in raising their children, even when they do not live in the same household.
3. The role fathers play in families is diverse and related to cultural and community norms.
4. Men should receive the education and support necessary to prepare them for the responsibility of parenthood.
5. Government can encourage and promote father involvement through its programs and through its own workforce policies.

Fathers are no longer being ignored. They are now the focus of much attention. The National Fatherhood Initiative has been educating the public on the negative effects of father absence on children and communities. There already appears to be changes in paternal behavior. Horn, a former president of the National Fatherhood Initiative, stated that consciousness has been raised. Father absence is now widely recognized as a serious social problem. Programs on fatherhood have organized around the country and the numbers continue to grow. Government agencies and politicians are continually looking for ways to promote fatherhood. "Policies that govern workplaces, tax codes, and welfare programs must support involved fatherhood and healthy marriages" (Horn & Sylvester, 2003).

Summary

The roles and expectations of fatherhood have been through tremendous changes. Just in the past twenty-five years, there have been great changes in the structure of the

American family and the roles of both mothers and fathers. Fathers have had few role models to help them define the new behaviors expected of them. In fact, there has never been a single definition or perception of fatherhood. Fathers have had to define fatherhood on their own values, needs, attitudes, fears, and family traditions. Every period in history has shaped our beliefs of what a father should be or what he should do. As the population of the United States becomes more diverse, so do the expectations of fathers. When the economy and culture of the country change, we can expect family roles to also change. The days when fathers were regarded only as the family breadwinner are probably over.

Over 90 percent of men in America will become fathers. The ways in which these men father their children varies considerably. Fathers do, however, make a difference in the lives of their children. Studies have conclusively shown that children who receive greater levels of involvement from their fathers are healthier and better adjusted than those who do not have involved fathers. Involved fathers bring very positive benefits to their children that no other person is likely to bring. Fathers need to be there for their children. Even fathers who are only minimally involved, if only in presence, seem to make some positive impact on their children.

Men have been making greater, yet still modest, contributions to housework and child care. Most are still considered the secondary parent. When the demands of parenting and family life become too great, many men leave the home and sever ties with their children. More children than ever are being raised in families with absent fathers. Many children living without a father present in the home are living in poverty or close to the poverty level. More couples are having children outside of marriage. This often

makes it easier for fathers to abandon their children and to avoid paying any child support. Better educated fathers and men with more resources are more likely to remain actively involved with their children following a divorce. Non-residential fathers can play an important role in the lives of their children and can contribute positively to the child's development.

Maternal gatekeeping is a mother's attempt to exclude fathers from involvement with their child. Many mothers still regard child care and household activities to be their responsibility. Mothers may gain a sense of control or power within the family unit by almost exclusively taking on the child care responsibilities. Mothers may make it so difficult for fathers to stay connected with their children that they begin to spend less and less time with them in order to avoid conflict.

Today, fathers need to be involved in co-parenting. These responsibilities will begin with participation in prenatal and childbirth classes and will continue throughout their lifetime. When both the mother and the father are equal partners in raising their children, it benefits the parents, the children, and society. Co-parenting allows mothers to pursue opportunities to fulfill their career goals. It helps parents to enjoy a closer relationship with each other. Fathers who are more involved have more opportunities to develop the nurturing side of their personalities. Parents need to recognize parenting as a partnership, even if they do not reside together.

It is important that fathers find ways to show their child that they are loved. Being deprived of their father's love impoverishes children emotionally and developmentally.

Chapter 3

Methodology

Overview

This chapter contains a description of the subjects and how they were selected to participate in the study. The instrument developed for the study will be described. The manner that data was collected and analyzed will then be presented. Finally, the chapter will discuss some of the limitations of the methodology.

Subjects

The survey was given to seventy fathers who have children currently attending the University of Wisconsin-Eau Claire Children's Center. Eighty surveys were sent randomly through campus mail to fathers employed at the university who have older or grown children. Several were returned by retired faculty and staff. A total of 150 surveys were given out.

During the summer months, the Children's Center provides care for children two through ten years of age. There is no infant or toddler care available. The survey was sent out on May 24, 2005 and collection ended June 10, 2005. On Monday, June 7, 2005 a notice was hung next to the check-in computer reminding fathers to return their survey by Friday.

All the fathers live in Eau Claire and surrounding communities. Eau Claire is located in west-central Wisconsin and has a population of 61,700. The University of Wisconsin-Eau Claire is a public university enrolling approximately 10,000

undergraduate students and 500 graduate students. The population of Eau Claire is 92.9% white and the remaining 7.1% is Asian, Hispanic, American Indian and .7% African American. The university is only slightly more diverse.

Fifteen percent of all children between 0-7 in Eau Claire County live below the 100% poverty level. Eighty nine percent of Eau Claire residents over 25 years of age have at least a high school diploma. Fifty eight percent have some college or advanced degree. This is slightly higher than the statewide percentages.

Instrumentation

The survey used in this study was developed by the investigator based upon the literature review. It was intended to compare the roles of three generations of fathers in the extent that they provide child care and emotional support to their children. The survey was composed of three sections. The first section of the survey asked for general information about the father. Age, marital status, number of children, educational and socio-economic status, and how many hours a week they work were included in the first section. Section 1 of Part II asked fathers to answer these demographic questions about their own fathers. A few of the questions may have been difficult for fathers to answer. Sons may not know their father's annual income so that question was changed to poor, middle class, upper middle class or wealthy. The question on age was omitted from the grandfathers section and so was the information on their marital status. This section does ask fathers if they lived most of their childhood with their father living in the home, some of their childhood, or never lived with their fathers when they were growing up.

The second section focused on the father's attitude toward his role in the parenting. A Likert Scale was used to measure responses to ten attitudinal statements. Fathers were asked to rate how rewarding parenting was to them, whether they felt they spent enough time with their child, and if they felt they were a good parent. They were instructed to circle the response that most likely matched their feelings. The statements were rated from 1 (strongly disagree) to 5 (strongly agree). Section II of Part II asked fathers to answer the same set of 10 questions on how they perceived their father's attitudes toward parenting.

The third section asked fathers if they performed seventeen specific tasks for their child's care. If the child was grown, they were to respond as they would have when their child was younger. Tasks such as helping a child with his homework, reading a story to the child, attending school activities, or disciplining the child were included. Again, a Likert Scale was used to record their responses. A range from 1 (never) to 5 (always) was used to rate their involvement. Section III of Part II again asked fathers to answer the questions relating to their own father's involvement in child care.

There were two fill in the blank questions following Section III of the father's survey and before Section I where fathers responded for their own fathers (grandfathers). The first question was "What are some of your favorite activities to do with your child?" and "What are some of your favorite memories of time spent with your father?"

Procedure

Fathers were asked to fill out the surveys as best they could. They were asked to return the survey in the envelope that was provided and put it in the lock box next to the

Children's Center office. They were also given the option of returning it through campus mail. The researcher assured the fathers that their responses were confidential and no attempts would be made to try to determine which survey was theirs. It also explained that filling out the survey was strictly optional. The fathers were told that the data was being collected for a graduate thesis and may also be used for a presentation at an Early Childhood Conference. On June 8, 2005 a note was placed next to the check-in computer at the Children's Center reminding fathers to return the survey by June 10, 2005.

Limitations

A test survey was given to five fathers who had preschool children attending the Children's Center. These fathers had little trouble understanding or answering the questions. However, there were still deficiencies in the survey instrument. In section I of general information, question 4 asked if they had more than one family. The question asked them if they did not live with all their children, "How often did they see the children they did not live with?" Fathers with grown children answered by telling how often they see their children now rather than how often they saw the children when they were young and not living together.

Because there were such wide age ranges in fathers taking the survey, there should have been some identifying characteristics such as differently colored or lettered surveys for fathers with children living at home and another for fathers with adult children.

Generalizations that were concluded in this study are limited to the University of Wisconsin-Eau Claire population. This may not be representative of other geographical areas.

Data Analysis

The data received from the surveys returned by participating fathers was processed at the University of Wisconsin-Stout computer center. Frequency counts and percentages were computed on eleven questions in section I regarding general information of the fathers responding to the survey. This was also done on the general information questions for the father's father (grandfathers) on Section I Part II. Means and standard deviation, as well as frequency counts, were computed from data collected from Section II. This section, questions 1-10, dealt with the attitudes of fathers towards parenting. The same statistics were computed from the grandfather's information in Section II of Part II.

Means, standard deviation, and frequency counts were also computed for Section III for fathers and Section III of Part II for grandfathers. There were 17 statements describing the degree of involvement of fathers in the care of their child.

A t-test was calculated on all items in Section II, questions 1 through 10, comparing father's attitudes to the grandfather's attitudes toward parenting. It was also done in Section III, comparing father's involvement with child care with their own father's involvement. The analysis of variance: an ANOVA was used to test the relationship between the age of the father to their attitudes and participation in their child's care. A

Student-Keuls Multiple Test and a Duncan's Multiple Range Test were also run to detect differences.

A one-way analysis of variance with a Student Newman-Keuls Multiple Range Test was used to compute the relationship between the income level of fathers and their attitudes and participation in their child's care. An independent T-Test was also conducted on the 10 attitudinal statements and the 17 involvement statements.

A one-way analysis of variance with a Student Newman-Keuls Multiple Range Test was conducted on items 1-10 in Section II and items 1-17 in Section III to determine the differences between the educational level of fathers and their attitudes toward parenting and participation in their child's care.

The following chapter will provide the results and discussion of the findings from the study.

Chapter 4

Results and Discussion

In Chapter 4, the results of the survey of fathers will be reviewed. The survey consisted of three sections: demographic characteristics of the fathers responding to the survey, attitudes towards their roles as fathers, and their actual involvement with their child's care. A second part of the survey included background information on the father's father. It asked for their opinions of how their father felt about his parenting role and how involved he was with the care of his children. This Chapter will conclude with a discussion of the findings

Demographic Characteristics

Demographic information was collected to help describe specific groups and to compare findings between fathers and their fathers. Information regarding age, marital status, number of children, ages of children, age when first child was born, educational and income level, and number of hours fathers work was collected. They were also asked if their wife works outside the home or if they had more than one family.

Age of Fathers

The subjects ranged in age from 25 to 81 years. The number of responses in each age group was fairly close with the 30-34 year olds just slightly higher with 16.7 % responding, The age groups with the least number of fathers were 25-29 year olds, 45-29 year olds, and 65 year olds and older. They all represented 9% of the fathers.

See Table 1.

TABLE 1
Age of Fathers

	Frequency	Cumulative Percent
25 years – 29 years	7	9
30 years -34 years	13	16.7
35 years-39 years	10	12.8
40 years – 44 years	10	12.9
45 years – 49 years	7	9
50 years – 54 years	10	12.9
55 years – 59 years	8	10.4
60 years – 64 years	6	7.8
65 years and older	7	9

Marital Status

A vast majority of the participants of this study were married (83.3%, n = 65).

Only 11.5% were divorced fathers and 2.6% were single or living with someone.

See Table 2.

TABLE 2

Marital Status of Respondents

Marital Status	Frequency	Valid Percent
Married	65	83.3
Single	1	1.3
Living with Someone	1	1.3
Divorced or Separated	9	11.5
Remarried	2	2.6

Fathers Living with their Children

The majority of the fathers (62.7%) were living with their children. Twenty eight or 37.3% of the fathers were not living with their children. See Table 3.

TABLE 3

Fathers Living with Their Children

	Frequency	Valid Percent
Yes	47	62.7
No	28	37.3

Divorced Fathers with Custody

Divorced fathers were asked about custody arrangements with their ex-wife. Twelve fathers were divorced and eight of them were sharing custody of their children with their child's mother (66.7%). See Table 4.

TABLE 4

Divorced Fathers with Joint Custody of their Children

Joint Custody	Frequency	Valid Percent
Yes	8	66.7
No	4	33.3

Number of Children

Table 5A finds that fathers had between 1 and 6 children. Thirty-eight fathers (49.4%) had two children and less than 1.3 % had six children. Table 5B shows that fathers' fathers had between 1 and 15 children. The fathers' fathers (7.7%) had six children and 6.5% had ten to fifteen children. Only one father's father had one child. See Tables 5A and 5B.

TABLE 5A

Number of Children – Fathers

Number of Children	Frequency	Valid Percent
1 child	17	22.1
2 children	38	49.4
3 children	16	20.8
4 children	3	3.9
5 children	2	2.6
6 children	1	1.3

TABLE 5B

Number of Children- Father's Father

Number of Children	Frequency	Valid Percent
1 child	1	1.3
2 children	19	24.4
3 children	26	33.3
4 children	13	16.7
6 children	6	7.7
7 children	1	1.3
8-9 Children	0	0
10 – 15 Children	5	6.5

Ages of Children

The children of the fathers ranged in age from 4 months to 54 years. The majority of children were between 4 months and 5 years of age or 31 and 54 years of age. Each of these groups had 19 children (24.7%). See Table 6.

TABLE 6

Age of Father's First Born Child

Age of Child	Frequency	Cumulative Percent
4 months – 5 years	19	24.7
6 years – 10 years	15	19.5
11 years – 15 years	8	10.4
16 years – 20 years	4	5.2
21 years – 30 years	12	15.6
31 years – 54 years	19	24.7

Fathers' Age when First Child Born

Of the 78 fathers who returned surveys, 42.9% had their first child between the age of 26 and 30 years. Fifty-two percent of the grandfathers had their first child between age 21 and 25 years. Three fathers had their first child after age 40 but no grandfathers had their first child after the age 40. See Tables 7A and 7B.

TABLE 7A

Age of Father when First Child was Born

Age of father	Frequency	Cumulative Percent
17 years – 20 years	4	5.2
21 years – 25 years	24	31
26 years – 30 years	33	42.9
31 years – 35 years	10	13
36 years – 40 years	3	3.9
41 years – 43 years	3	3.9

TABLE 7B

Age of Father's Father when First Child was Born

Age of Grandfather	Frequency	Cumulative Percent
17 years – 20 years	7	9.3
21 years – 25 years	39	52
26 years – 30 years	16	21.3
31 years – 35 years	10	13.3
36 years – 40 years	3	4
41 years – 43 years	0	0

Educational levels

In Tables 8A and 8B, fathers indicated the highest level of education they had earned. All of the fathers have a high school diploma and 67.9 % have attained higher education either at a technical college or university. Twenty percent of the father's fathers did not graduate from high school. Thirty-two percent of the father's fathers earned a degree from an institute of higher education. Four of the fathers had a Doctoral Degree and five of the father's fathers had earned a Doctoral Degree. See Tables 8A and 8B.

TABLE 8A

Highest Educational Level of Father

Education Level	Frequency	Valid Percent
High School Diploma	25	32.1
Vocational Degree	10	12.8
Bachelor's Degree	24	30.8
Master's Degree	15	19.2
Doctoral Degree	4	5.1

TABLE 8B

Highest Educational Level of Father's Father

Education Level	Frequency	Valid Percent
Did not Finish High School	16	20.5
High School Diploma	37	47.4
Vocational Degree	4	5.1
Bachelor's Degree	13	16.7
Master's Degree	3	3.8
Doctoral Degree	5	6.4

Family's Income

Family income was reported from under \$35,000 to over \$70,000. See Table 9A. One person did not respond to the level of income question. A vast majority of the families, 87.2% had a yearly income of over \$35,000. Only 11.5% were living on an income of under \$35,000 a year. The upper middle class had 42.9% of the fathers.

Often children do not know the yearly income of their parents. Fathers were asked to respond to this question about their fathers by checking poor, middle class or upper middle class. The majority of fathers, 64.1%, believed their fathers were middle class. See Table 9B. See Table 9B. A higher number of the families of fathers' fathers were considered poor, however. Eighteen of the families of fathers' fathers, or 23.1% were low income families. Father's fathers represent 12.8% of the upper middle class families.

TABLE 9A

Average Family Income of Fathers

Yearly Income	Frequency	Valid Percent
\$35,000 or less	9	11.7
35,001 - \$70,000	35	45.5
\$70,001 or more	33	42.9

TABLE 9B

Average Family Income of Father's Father

Yearly Income	Frequency	Valid Percent
Poor	18	23.1
Middle Class	50	64.1
Upper Middle Class	10	12.8

Working wives and mothers

In this part of the survey, fathers were asked how many of their children's mothers worked outside of the home and how many of their mothers had worked outside the home. Fifty percent of the father's mothers worked compared to 67.5% of the mothers. See Tables 10A and 10B.

TABLE 10A

Mothers that Work Outside of the Home

Working Mothers	Frequency	Valid Percent
Yes	52	67.5
No	15	19.5

TABLE 10B

Grandmothers that Worked Outside of the Home

Working Grandmothers	Frequency	Valid Percent
Yes	39	50
NO	39	50

Number of Hours Fathers Work

The majority of fathers, 73%, in this study reported that they worked more than 40 hours a week. They also reported that 77.9% of their fathers worked more than 40 hours a week. See Tables 11A and 11B.

TABLE 11A

Number of Hours Fathers Work Outside the Home

Number of Hours	Frequency	Valid Percent
20 hours or less	8	10.8
21 – 40 hours	12	16.2
41 – 45 hours	29	39.2
46 or more hours	25	33.8

TABLE 11B

Number of Hours Father's Fathers Worked Outside the Home

Grandfather worked more than 40 Hours	Frequency	Valid Percent
Yes	60	77.9
No	17	22.1

ResultsAttitudes Towards Parenting

Ten attitude statements were designed to measure fathers' attitudes toward parenting. Fathers were asked to respond to statements on a scale of one to five with one being strongly disagree and five being strongly agree. Table 12A reflects fathers' attitudes and Table 12B reflects their perceptions of their fathers' attitudes toward parenting. The tables list the statements and its mean and standard deviation. The list is ranked in order of highest mean score to lowest.

Fathers ranked themselves higher than their fathers on all attitudinal statements except on the negative statements. Item 5, "I feel my job takes too much of my time and energy," and item 7, "I feel overwhelmed with my parental responsibilities," were ranked lower. The items with high mean scores ranging from 3.5 and higher (maximum score is 5) were item numbers 1, 8, 9, 10, 4, 3, 2, and 6 for fathers. Items for fathers' perceptions of their fathers' attitudes with the most significantly high scores were 9, 8, 1, 10, and 6.

Item number 1, "Parenting is important to me," had a mean score of 4.68 for fathers and 3.95 for father's fathers. Item 2, "My children know I value learning and academic achievement" was ranked second in attitudes of both fathers (4.49) and fathers' perceptions of their fathers' attitudes (4.01). Number 9, "I think I am a good dad" was ranked highest for fathers' fathers (4.04) and third for fathers (4.37). Item 2, "I spend enough quality time with my children" was ranked number 7 for fathers (3.79) and number 6 for fathers' fathers (3.32). The only item with a mean score under 2.5 (minimum score is 1) was number 7, "I feel overwhelmed with my parental responsibilities". Fathers had a mean score of 1.9 but fathers' fathers scored 2.36. Item 10, "My wife/child's mother thinks I am a good dad" scored significantly high for both fathers (4.33) and fathers' fathers (3.79). Item 4, "My parental responsibilities are more important to me than my job", was ranked number 5 by fathers (4.25) and number 9 for fathers' fathers (3.00). See Tables 12A and 12B.

TABLE 12A

Fathers' Attitudes Toward Parenting

Item Number	Mean	Standard Deviation	Rank
1. Parenting is rewarding to me.	4.68	.572	1
8. My children know that I value learning and academic achievement.	4.49	.666	2
9. I think I am a good dad.	4.37	.561	3
10. My wife/child's mother thinks I am a good father.	4.33	.733	4
4. My parental responsibilities are more important To me than my job.	4.25	.785	5
3. I try to keep my job from interfering with my parental responsibilities.	3.99	.919	6
2. I spend enough quality time with my children.	3.79	1.004	7
6. I find time to pursue activities I enjoy.	3.65	1.023	8
5. I feel my job takes too much of my time and energy.	2.92	1.156	9
7. I feel overwhelmed with my parental responsibilities.	1.95	.809	10

TABLE 12B
Fathers' Perceptions of Their Fathers'
Attitudes Towards Parenting

Item Number	Mean	Standard Deviation	Rank Order
9. I feel my father was a good dad.	4.04	.959	1
8. I knew my father valued learning and academic achievement.	4.01	9.66	2
1. I think parenting was important to my father.	3.95	.916	3
10. My mother felt my father was a good dad.	3.79	1.073	4
6. My father found time to pursue activities he enjoyed.	3.44	.975	5
2. My father spent enough quality time with his children.	3.32	1.179	6
3. My father tried to keep his job from interfering with his parental responsibilities.	3.27	1.053	7
5. My father's job took too much of his time and energy.	3.13	.985	8
4. My father's parental responsibilities were more important than his job.	3.00	1.105	9
7. My father felt overwhelmed with his parental responsibilities.	2.36	9.11	10

Fathers' Involvement in Child Care

This section of the survey had seventeen statements designed to measure involvement of fathers and their fathers in the care of their children. Again, fathers were asked to respond to statements on a scale of one to five with 1 being rarely and 5 being always. Table 13A and 13B lists the statements and its mean and standard deviation scores. The list is ranked in order of highest mean score to lowest.

Fathers ranked themselves above the mean score of 3.5 in all statements except six. "I help my children with their homework" (3.48), "I get up at night with my child" (3.45), and "I change my child's diapers" (3.42) were lower than the mean score of 3.5. "I give my child a bath" (3.38), and "I take my child to school or child care" (3.36) were also lower. The statement with the lowest score for fathers was "When my child is ill and can not attend child care/school, I am just as likely to stay home as my spouse" (3.25). See Tables 13A.

TABLE 13A

Fathers' Involvement in Child Care

Item Number	Mean	Standard Deviation	Rank
12. I praise my children when they have done something well.	4.42	.675	1
17. I take vacations with my family.	4.25	1.002	2
13. I spend time talking to my children about their day.	4.14	.828	3
1. I read and play games with my child	4.01	.860	4
15. My spouse and I share equally in the care of our children.	4.00	.926	5
7. I attend parent-teacher conferences and/or school activities.	3.99	1.084	6
2. I put my child to bed.	3.97	.938	7
14. My children are comfortable talking to me about their problems.	3.84	.916	8
3. I make meals for my child.	3.65	.819	9
11. I talk about feelings with my child.	3.60	.921	10
10. I am the one who disciplines the children.	3.50	.643	11
6. I help my children with their homework.	3.48	1.041	12
5. I get up at night with my child.	3.45	1.025	13
4. I change my child's diapers.	3.42	1.130	14
8. I give my child a bath.	3.38	1.143	15
9. I take my child to school or child care.	3.36	1.174	16
16. When my child is ill and can not attend child care/school, I am just as likely to stay at home as my spouse.	3.25	1.425	17

Fathers' Fathers Involvement in Child Care

Fifteen of the seventeen statements on fathers' fathers involvement in the care of their children ranked below the 3.50 level. The statement "My father was the one who disciplined me" was ranked the highest with a mean score of 3.55. The second highest was item 10, "My father praised me when I did something well" (3.54).

The lowest ranked child care tasks performed by fathers' fathers were, "My father put me to bed" (2.43), "My father made meals for me" (2.40), "My father talked about feelings with me" (2.31), "My father got up at night with me" (2.22), "My father gave me a bath" (2.00), "My father changed my diapers" (1.99), and "My father stayed home with me when I was ill and had to miss school" (1.55). See Table 13B,

TABLE 13B

Fathers' Fathers Involvement in Child Care

Item Number	Mean	Standard Deviation	Rank
10. My father was the one who disciplined me.	3.55	.953	1
12. My father praised me when I did something well	3.54	1.089	2
17. My father took us on family vacations.	3.49	1.199	3
1. My father read and played games with me.	2.92	1.029	4
13. My father spent time talking to me about my day.	2.88	1.162	5
7. My father attended parent-teacher conferences and/or school activities.	2.86	1.240	6

14. I was comfortable talking to my father about my problems.	2.81	1.228	7
6. My father helped me with my homework.	2.67	1.159	8
15. My father and mother shared equally in the care of their children.	2.65	1.133	9
9. My father took me to school or child care.	2.49	1.132	10
2. My father put me to bed.	2.43	.943	11
3. My father made meals for me.	2.40	1.003	12
11. My father talked about feelings with me.	2.31	1.073	13
5. My father got up at night with me.	2.22	.946	14
8. My father gave me a bath.	2.00	.860	15
4. My father changed my diapers.	1.99	.864	16
16. My father stayed home with me when I was ill and had to miss school.	1.55	.847	17

Significant Differences between Fathers and Their Fathers' Attitudes toward Parenting

A t-test was used to calculate any differences between fathers and their fathers in their attitudes toward parenting. Eight of the ten statements regarding attitudes toward parenting were found significantly different between fathers and their fathers with six items significant at the .001 level and two items significant at the .01 level.

The statement, "My parental responsibilities are more important to me than my job." was significantly different at the .001 level for fathers ($x = 4.25$) and from their perceptions of their fathers' attitudes ($X=2.96$). "Parenting is rewarding to me." received

a stronger response from fathers ($X = 4.67$) than their fathers ($x = 3.95$) at the .001 level. Fathers' fathers ($x = 2.36$) were more likely to "feel overwhelmed with their parental responsibilities" than fathers ($x = 1.95$) at the .001 level. More fathers ($X = 4.37$) agreed with item 9, "I think I am a good dad." than agreed with "My father was a good dad." (Fathers' father $X = 4.04$) at the .01 level. "My children know I value learning and academic achievement" had a stronger response from fathers (4.49) than their fathers (4.01) at the .001 level.

Fathers were more likely to think "My wife/child's mother thinks I am a good father." than they perceived their own fathers to think their mothers thought their fathers were good dads. (Fathers $X = 4.33$, Fathers' Father $X = 3.79$).

There was no significant difference between fathers and fathers' fathers on two of the attitudinal statements, "I feel my job takes too much of my time and energy." and "I find time to pursue activities I enjoy." See Table 14A.

TABLE 14A

Significant Differences in Means Between
Fathers and Father's Perception of Their Fathers' Attitudes Toward Parenting

Item Number		Fathers	Father's Father	T Value	T Prob.
1. Parenting is rewarding to me.	X SD	4.67 .575	3.95 .922	7.101	.000
2. I spend enough quality time with my children.	X SD	3.79 1.004	3.31 1.184	3.285	.002
3. I try to keep my job from interfering with my parental responsibilities.	X SD	3.99 .919	3.27 1.053	5.461	.000
4. My parental responsibilities are more important to me than my job.	X SD	4.25 .785	2.96 1.089	9.853	.000
7. I feel overwhelmed with my parental responsibilities.	X SD	1.95 .809	2.36 .916	-4.080	.000
8. My children know I value learning and academic achievement.	X SD	4.49 .667	4.01 .972	4.084	.000
9. I think I am a good dad.	X SD	4.37 .561	4.04 .959	2.703	.008
10. My wife/child's mother thinks I am a good father.	X SD	4.33 .733	3.79 1.073	3.669	.000

X = Mean

SD = Standard Deviation

Significant Differences between Fathers' Involvement and Their Perceptions of Their Fathers' Involvement in Child Care

A t-test was also used to calculate the differences between fathers and their fathers on involvement in their child's care. Of the 17 involvement statements, 16 were found to have significant differences at the .001 level between fathers and their perceptions of their father's behaviors. Fathers scored higher than fathers' fathers on all 16 statements.

The largest difference in Mean score was item 2, "I put my child to bed" (Fathers $X=3.97$, Fathers' fathers $X=2.43$), and item 8, "I give my child a bath" (Fathers $X=3.44$, Fathers' fathers $X=2.01$). Other statements regarding the involvement of care of children were, "I get up at night with my child" (Fathers $X=3.49$, Fathers' fathers $X=2.15$), "I make meals for my child" (Fathers $X=3.66$, Fathers' fathers $X=2.40$), "I read and play games with my child" (Fathers $X=4.01$, Fathers' fathers $X=2.29$), and "I change my child's diapers" (Fathers $X=3.42$, Fathers' fathers $X=2.06$).

Items regarding emotional involvement with children are "I talk about feelings with my child" (Fathers $X=3.60$, Fathers' fathers $X=2.30$), "I spend time talking to my children about their day" (Fathers $X=4.14$, Fathers' fathers $X=2.89$), "I praise my children when they have done something well" (Fathers $X=4.42$, Fathers' fathers $X=3.54$), and "My children are comfortable talking to me about their problems" (Fathers $X=3.84$, Fathers' fathers $X=2.79$).

Items regarding educational involvement ranked fathers higher than fathers' father's involvement in all four of the statements. "When my child is ill and can not attend care/school, I am just as likely to stay home as my spouse" (Fathers $X=3.25$, Fathers' fathers $X=1.57$), "I attend parent-teacher conferences and school activities"

(Fathers $X=3.99$, Fathers' fathers $X=2.86$), "I take my child to school or child care"

(Fathers $X=3.36$, Fathers' fathers $X=2.48$), and "I help my children with their

homework" (Fathers $X=3.48$, Fathers' fathers $X=2.59$).

Regarding equality of care given to children by fathers and their spouses, fathers scored significantly higher than their fathers. On item 15, "My spouse and I share equally in the care of our children", fathers' mean score was 3.99 and their fathers' score was 2.65.

One behavior showed no significant difference between fathers and their fathers.

This involvement statement was, "I am the one who disciplines the children" (Fathers

$X=3.49$, Fathers' fathers $X=3.57$). See Table 14B

TABLE 14B

Significant Differences in Means Between
Fathers and Fathers' Perceptions of Their Father's Involvement in Child Care

Item Number		Fathers	Fathers' fathers	T Value	T Prob.
1. I read and play games with my child.	X SD	4.01 .860	2.29 1.029	7.829	.000
2. I put my child to bed.	X SD	3.97 .950	2.43 .952	11.655	.000
3. I make meals for my child.	X SD	3.66 .821	2.40 1.003	8.994	.000
4. I change my child's diapers.	X SD	3.42 1.164	2.06 .857	7.568	.000
5. I get up at night with my child.	X SD	3.49 .998	2.15 .873	9.633	.000

6. I help my child with their homework.	X SD	3.48 1.054	2.59 1.165	5.033	.000
7. I attend parent-teacher conferences and/or school activities.	X SD	3.99 1.086	2.86 1.127	6.522	.000
8. I give my child a bath.	X SD	3.44 1.137	2.01 .864	10.046	.000
9. I take my child to school or child care.	X SD	3.36 1.195	2.48 1.132	5.374	.000
11. I talk about feelings with my child.	X SD	3.60 .921	2.30 1.077	9.831	.000
12. I praise my children when they have done something well.	X SD	4.42 .675	3.54 1.089	7.310	.000
13. I spend time talking to my children about their day.	X SD	4.14 .828	2.89 1.173	9.156	.000
14. My children are comfortable talking to me about their problems.	X SD	3.84 .916	2.79 1.244	6.412	.000
15. My spouse and I share equally in the care of our children	X SD	3.99 .925	2.65 1.133	8.736	.000
16. When my child is ill and can not attend child care/school, I am just as likely to stay home as my spouse.	X SD	3.25 1.425	1.57 .854	9.313	.000
17. I take vacations with my family.	X SD	4.29 .935	3.51 1.194	5.041	.000

Differences Based on Income Level – Attitudes toward Parenting

A t-test was used to calculate the 10 attitudinal statements to identify any significant differences in means between fathers and their fathers based on their level of income. The respondents were categorized as having an annual income of either \$70,000 or less or \$70,001 or more. Only two items showed significant differences. Respondents with higher incomes differed significantly at the .01 level on item 1, “Parenting is rewarding to me”. Those with an income under \$70,000 had a mean score of 4.51 and those earning more than \$70,001 had a means score of 4.88. Item 10, “My wife/child’s mother thinks I am a good dad.” showed significant difference at the .05 level with 4.18 for fathers earning under \$70,000 and 4.88 for those earning above \$70,001 No significant difference was revealed between higher and lower income fathers on eight of ten statements. See Table 15A

TABLE 15A

Significant Differences in Means Between
Fathers and Fathers’ Perceptions of their Fathers’ Attitudes toward Parenting:
Based on Income Level

Item Number		\$70,000 or Less N=44	\$70,001 or More N=33	T Value	T Prob.
1. Parenting is rewarding to me.	X SD	4.51 .631	4.88 .415	-3.05	.003
10. My wife/child’s mother thinks I am a good dad.	X SD	4.18 .843	4.55 .506	-2.197	.031

Differences Based on Income Level-Involvement in Child Care

A t-test was used to calculate the 17 statements of involvement of fathers in their child's care based on their income level. Again the respondents were categorized as those having an income of under \$70,000 a year and those who earn more than \$70,001 annually. Five items showed significant difference. In all cases, fathers earning over \$70,001 ranked higher on involvement than did fathers who earned \$70,000 or less. More fathers who earned \$70,001 or more scored significantly different at the .05 level on "I take my child to school and child care" (Higher X=3.67, Lower X=3.10). They also scored significantly higher at .01 level on "I praise my children when they have done something well" (Higher X=4.67, Lower X=4.25), "I spend time talking to my children about their day." (Higher X=4.47, Lower X=3.93). They scored at the .05 level on "My children are comfortable talking to me about their problems" (Higher X=4.47, Lower X=3.65), and at the .001 level on "I take vacations with my family" (Higher X=4.69, Lower X=3.93).

There was no significant difference between higher and lower income fathers' involvement in the care of their children on twelve of the seventeen statements. See Table 15B.

TABLE 15B

Significant Differences in Means Between
Fathers and Their Fathers' Involvement in Child Care:
Based on Income Level

Item Number		\$70,000 or Less N=44	\$70,001 or More N=33	T Value	T Prob.
9. I take my child to school or child care.	X SD	3.10 1.185	3.67 1.109	-2.132	.036
12. I praise my children when they have done something well.	X SD	4.25 .686	4.67 .595	-2.788	.007
13. I spend time talking to my children about their day.	X SD	3.93 .884	4.47 .621	-2.946	.004
14. My children are comfortable talking to me about their day.	X SD	3.65 .973	4.10 .790	-2.171	.033
17. I take vacations with my family.	X SD	3.93 1.129	4.69 .592	-3.782	.000

Differences Based on Educational Level – Attitudes toward Parenting

A one-way analysis of variance was calculated on the 10 attitude items to identify any significant differences in means between fathers' educational level and attitudes towards parenting. Only one statement revealed a significant difference based on educational level. Using the Duncan's Multiple Range Test, a significant difference was found at the .05 level on the attitude statement, "My children know that I value learning and academic achievement". This showed that fathers with a master's/doctorate degree ($X=4.68$), fathers with a bachelor's degree ($X=4.64$), and fathers with a high school

diploma ($X=4.46$) scored significantly higher than father's with a vocational degree ($X=3.9$). There was no significant difference between father's educational level and his attitudes toward parenting on 16 of the 17 statements. The respondents in the study were categorized by those who have earned a high school diploma, vocational degree, bachelor's degree, or a master's/doctorate degree. See Table 16A.

TABLE 16A

Significant Differences in Means Between
Educational Level and Attitudes Towards Parenting

Item Number	High School Diploma	Vocational Degree	Bachelor's Degree	Master's/Doctorate Degree	F Value	Sig.
8. My children know that I value learning and academic achievement.	4.46/b	3.90a/c/d	4.46/b	4.68/b	3.958	.011

Duncan Multiple Range Test

Differences Based on Educational Level – Involvement in Child Care

A one-way analysis of variance was used to analyze the 17 statements regarding involvement with child care based on father's educational level. The respondents were again categorized by those who have earned a high school diploma, vocational degree, bachelor's degree, or master's/doctorate degree. Using the ANOVA three significant differences were found based on the father's educational level. The Student Newman-Keuls Range Test found a significant difference at the .05 level on "I take my child to

school/child care". Fathers with a bachelor's degree ($X=3.83$) scored significantly higher than fathers with a vocational degree ($X=2.60$) and fathers with a masters/doctorate degree ($X=3.26$) and fathers with a high school diploma ($X=3.26$). In addition, fathers with a master's/doctorate degree ($X=3.26$) and fathers with a high school diploma ($X=3.26$) scored significantly higher than fathers with vocational degrees ($X=2.60$).

Using a Duncan's Multiple Range Test, fathers with a master's/doctorate degree ($X=4.47$) and fathers with a bachelor's degree ($X=4.30$), scored significantly higher than fathers with a high school diploma ($X=3.88$), and fathers with a vocational degree ($X=3.80$) on "I spend time talking to my children about their day". In addition, father's with a bachelor's degree scored significantly higher at the .05 level than fathers with a high school diploma ($X=3.88$) and fathers with a vocational degree ($X=3.80$).

Using a Duncan Multiple Range Test, fathers with a bachelor's degree ($X=4.58$) scored significantly different at the .05 level from fathers with a master's/doctorate degree ($X=4.50$), fathers with a vocational degree ($X=4.00$), and fathers with a high school diploma ($X=3.84$) regarding "I take vacations with my family." In addition, fathers with a master's/doctorate degree ($X=4.50$) and fathers with a vocational degree (4.00) scored significantly higher at the .05 level than the fathers with a high school diploma (3.84).

There was no significant difference between fathers' educational level and his involvement in the care of his children on 14 of the 17 statements. See Table 16B.

TABLE 16B

Significant Differences in Means Between
Educational Level and Involvement in Child Care

Item Number	High School Diploma	Vocational Degree	Bachelor's Degree	Master's/Doctorate Degree	F Value	Sig.
9. I take my child to school or to child care.	3.26 b/	2.60 a/c/d	3.83 a/b/d	3.26 b/c	3.019	.035
13. I spend time talking to my children about their day. *	3.88 c/d	3.80 c/d	4.30 a/b	4.47 a/b/c	2.920	.040
17. I take vacations with my family. *	3.84 b/c/d	4.00 c/d	4.58 a/b/d	4.50 a/b	3.098	.032

Using One Way Analysis of Variance, with Student Newman Keuls Multiple Range Test, means (X) with subscripts are significantly different at $p < 0.05$; "a"=high school diploma, "b"=vocational degree, "c"-bachelor's degree, and "d"=master's doctorate degree.

* Duncan Multiple Range Test

Differences Based on Age-Attitudes Towards Parenting

An ANOVA was calculated on fathers' attitudes towards parenting based on the father's age. Using the Student Newman-Keuls Multiple Range Test, one item was found significantly different at the .01 level. "Parenting is reward to me", showed fathers 36-45 years old ($X=4.86$), 25-35 years (4.76), and 56 and older ($X=4.74$) scored significantly higher than father's aged 46-55 years old ($X=4.20$).

Four statements were found significantly different at the .005 level. Item 4, "My parental responsibilities are more important to me than my job", showed fathers 25-35

years old ($X=4.62$) scored significantly higher than fathers 36-45 years old ($X=4.23$), fathers 56 and older ($X=4.11$), and fathers 46-55 years old ($X=3.93$). In addition, fathers 36-45 ($X=4.23$) and fathers 56 and older ($X=4.11$) scored significantly higher than fathers 46-55 years old ($X=3.93$) at the .05 level.

Using the Duncan Multiple Range Test, a significant difference was found on item 7, "I feel overwhelmed with my parental responsibilities" at the .005 level. Fathers 46-55 ($X=2.29$) scored significantly higher than fathers 25-35 ($X=2.19$), fathers 56 and older ($X=1.75$), and fathers 36-45 years old ($X=1.68$). Fathers 25-35 ($X=2.19$) and fathers 56 and older ($X=1.75$) scored significantly higher than fathers 36-45 years old. ($X=1.68$).

A Student Newman-Keuls Multiple Range Test found a significant difference on item 9, "I think I am a good dad". Fathers 36-45 years old ($X=4.55$) and fathers 25-35 years ($X=4.52$) scored significantly higher than fathers 56 and older ($X=4.30$) and 46-55 year old fathers ($X=4.00$). In addition, fathers 25-35 ($X=4.52$) years old scored significantly higher than fathers 56 and older ($X=4.30$) and 46-55 year olds ($X=4.00$).

Fathers 36-45 years old ($X=4.64$) and fathers 25-35 years old ($X=4.48$) scored significantly higher than father 56 and older ($X=4.15$) and 46-55 year olds ($X=3.93$) on the statement, "My wife/child's mother thinks I am a good father". Fathers 25-35 ($X=4.48$) and fathers 56 and older (4.15) scored significantly higher than fathers 46-55 years of age ($X=3.93$). See Table 17A.

TABLE 17A

Significant Differences in Means Between
Father's Age and Attitudes toward Parenting

Item Number	Ages 25-35	Ages 36-45	Ages 46-55	Age 56+	F Value	Sig.
1. Parenting is rewarding to me.	4.67 c	4.86 c	4.20 a/b/d	4.74 c	5.225	.003
4. My parental responsibilities are more important to me than my job.	4.62 b/c/d	4.23 c/d	3.93 a/b/d	4.11 c	2.725	.050
7. I feel overwhelmed with * my parental responsibilities.	2.19 b/d	1.68 a/c/d	2.29 a/b/d	1.75 b	2.822	.045
9. I think I am a good dad.	4.52 c/d	4.55 c/d	4.00 a/b/d	4.30 c	3.926	.012
10. My wife/child's mother thinks I am a good father.	4.48 c/d	4.64 c/d	3.93 a/b/d	4.15 c	3.803	.014

Using Newman-Keuls Multiple Range Test, means with subscripts are significantly different at $p < 0.05$; "a" fathers aged 25-35 years, "b" fathers aged 36-45 years, "c" fathers aged 46-55 years, "d" fathers 56 and older.

* Duncan Multiple Range Test

Differences Based on Age-Involvement in Child Care

An ANOVA was calculated on father's involvement in their child's care based on the father's age. Nine significant differences were found.

A Student Newman-Keuls Multiple Range Test showed fathers 25-35 years of age ($X=4.33$) and fathers 36-45 years ($X=4.27$) scored significantly higher than

fathers 56 and older ($X=3.80$) and fathers 45-55 years old ($X=3.47$) on “I read and play games with my child” at the .01 level. Fathers 56 and older ($X=3.80$) scored significantly higher than fathers 46-55 years of age ($X=3.47$)

Item 2, “I put my child to bed”, showed significant difference at the .01 level. Fathers 25-35 years of age ($X=4.33$) and fathers 36-45 years ($X=4.29$) scored significantly higher than fathers 56 and older ($X=3.68$) and 46-55 years ($X=3.40$). Fathers 56 and older ($X=3.68$) scored significantly higher than fathers 46-55 years of age ($X=3.40$).

Significant difference was found on the statement, “I take my child to school/child care” at the .01 level. Fathers 25-35 ($X=3.95$), fathers 36-45 ($X=3.64$), and fathers 56 and older ($X=3.21$) all scored significantly higher than fathers 46-55 years of age ($X=2.33$).

There was significant difference found on item 11, “I talk about feelings with my child,” at the .01 level. Fathers 36-45 years old ($X=4.05$) scored significantly higher than fathers 25-35 years old ($X=3.76$), fathers 56 and older ($X=3.25$) and 46-55 year olds ($X=3.20$). In addition, fathers aged 25-35 ($X=3.76$) scored significantly higher than fathers 56 and older ($X=3.25$) and fathers 46-55 years old ($X=3.20$).

Statement 12, “I praise my children when they have done something well,” revealed significant difference at the .01. Fathers 36-45 ($X=4.77$) scored significantly higher than fathers 25-35 years of age ($X=4.52$), fathers 56 and older ($X=4.20$) and fathers 46-55 years old ($X=4.07$). In addition, fathers 25-35 years old ($X=4.52$) scored significantly higher than fathers 56 and older ($X=4.20$) and fathers 46-55 years old ($X=4.07$).

On the next item, "I spend time talking to my children about their day," showed fathers 36-45 years old ($X=4.62$) scored significantly higher than fathers 25-35 years old ($X=4.25$), fathers 56 and older ($X=4.00$), and fathers 46-55 years old ($X=3.53$). In additions, father 25-35 years of age($X=4.25$) scored significantly higher than fathers 56 and older ($X=4.00$) and fathers 46-55 ($X=3.53$). Fathers 56 and older($X=4.00$) scored significantly higher than fathers 46-55 years old ($X=3.53$) at the .01 level.

Item 14, "My children are comfortable talking to me about their problems," showed significant difference at the .01 level. Fathers 36-45 years old ($X=4.30$) scored significantly higher than fathers 25-35 years ($X=4.05$), fathers 56 and older ($X=3.60$) and fathers 46-55 years old ($X=3.27$). In addition, fathers 25-35 years old ($X=4.05$) scored significantly higher than fathers 56 and older ($X=3.60$) and 46-55 year olds ($X=3.27$). Also fathers 56 and older ($X=3.60$) are significantly different than fathers 46-55 years of age ($X=3.27$).

There is significant difference between fathers of different ages on item 15, "My spouse and I share equally in the care of our children", at the .01 level on the ANOVA. Using the Student Newman-Keuls Multiple Range Test, it revealed that fathers 25-35 years old ($X=4.38$) and 36-45 years old ($X=4.18$) scored significantly higher than fathers 56 and older ($X=3.85$) and fathers 46-55 years old ($X=3.40$). In addition, fathers 56 and older ($X=3.85$) scored higher than fathers 46-55 ($X=3.40$) at the .01 level of significance.

Statement 16 had fathers respond to the statement "When my child is ill and can not attend child care/school, I am just as likely to stay home as my spouse." Fathers

25-35 years old ($X=3.85$) and fathers 36-45 years ($X=3.68$) scored significantly higher than fathers 46-55 years ($X=2.93$) and fathers 56 and older ($X=2.37$) at the .01 level. In addition, fathers 46-55 years of age ($X=2.93$) scored significantly higher than fathers 56 and older ($X=2.37$). See Table 17B.

TABLE 17B

Significant Differences in Means Between
Fathers' Age and Involvement in Child Care

Item Number	Ages 25-35	Ages 36-45	Ages 46-55	Age 56+	F Value	Sig.
1. I read and play games with my child.	4.33c/d	4.27c/d	3.47a/b/d	3.80c	4.641	.005
2. I put my child to bed.	4.33c/d	4.29c/d	3.40a/b/d	3.68ab	4.957	.003
9. I take my child to school or child care.	3.95c	3.64c	2.33a/b/d	3.21c	7.602	.000
11. I talk about feelings with my child.	3.76c/d	4.05a/c/d	3.20a/b	3.25a/b	4.257	.008
12. I praise my children when they have done something well.	4.52c/d	4.77a/b/c	4.07a/b	4.20a/b	4.897	.004
*13. I spend time talking to my children about their day.	4.25b/c/d	4.62a/c/d	3.53a/b/d	4.00a/b	6.512	.001
*14. My children are comfortable talking to me about their problems.	4.05c/d	4.30a/c/d	3.27a/b/d	3.60a/b/c	5.208	.003
15. My spouse and I share equally in the care of our children.	4.38c/d	4.18c/d	3.40a/b/d	3.85a/b	4.211	.008

16. When my child is ill and can not attend child care/school, I am just as likely to stay home as my spouse.	3.85c/d	3.68c/d	2.93a/b	2.37a/b/c	5.308	.002
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Student Keuls Multiple Range Test

*Duncan's Multiple Range Test

At the end of section III, there were two fill-in-the-blank questions. The first, "What are some of your favorite activities to do with your child?" The second question, "What are some of your favorite memories of time spent with your father?" Table 17 shows the ten most common responses ranked in order from 1 to 10 for fathers and their fathers.

Favorite activities for fathers to participate in with their children were playing sports and /or attending sporting events. This included baseball, basketball, football, soccer, ice skating, and skiing. Father's next highest response was reading to their children. Playing games and puzzles ranked third and camping came in fourth. Fishing, watching movies, taking vacations, and hunting were also mentioned. Helping with chores and working together was last on the list.

Memories of activities that fathers enjoyed with their fathers were fishing, doing chores together, sports, and hunting. Next came camping, going on vacations, playing games and cards, and building things together. They had fond memories of visiting relatives together and just spending time talking to each other. See Table 18A and 18B.

TABLE 18A

Fathers Favorite Activities to do with Their Children

Activity	Numbers	Rank
Sports (Baseball, basketball, soccer,...)	47	1
Reading	25	2
Games and Puzzles	18	3
Camping	18	4
Fishing	16	5
Watching Movies	8	6
Vacationing	7	7
Playing at the Park	6	8
Hunting	5	9
Helping with chores/working together	4	10

TABLE 18B

Favorite Memories of Time Spent With Father

Activity	Numbers	Rank
Fishing	28	1
Working with him/ Chores	20	2
Sports	19	3
Hunting	17	4
Camping	10	5
Vacations	8	6
Games and cards	6	7
Building/ Woodworking	5	8
Visiting relatives	4	9.5
Spending time together/talking	4	9.5

Six fathers did not respond to the question "favorite memories".
 One father responded by saying he had no favorite memories.
 Five fathers did not respond to favorite memories with their child.

Discussion

The purpose of this study was to explore the ways in which the roles of fathers have changed through three generations. The study also sought to compare roles of fathers to their fathers in terms of their attitudes toward parenting and their involvement with the care of their children. Some of the findings of this study reflect the regional and national research statistics. However, many of the findings are distinctive of university populations and may not be reflective of the national characteristics.

The majority of fathers responding to this study (83.3%) were married and living with their children or had lived with them when they were young. This differs from research conducted by Lamb (2002b) that found half of all children in the United States will live at least part of their childhood without a father living in the home. Of the divorced fathers, 66.7% had shared custody of their children. This is also considerably higher than the national average. Hetherington & Stanley-Hagen (1977) found that over 33% of divorced fathers only see their children once or twice a year.

The study revealed that fathers are having fewer children than a generation ago. The majority of fathers, 71.5%, had one or two children whereas 65.5% of their fathers had more than two children. Fathers are having their first child later in life. Most of their fathers, 61.3%, had their first child before the age of 25. The majority of fathers in this study, 63.7%, are between the ages of 25-43 before they have their first child.

Fathers are better educated than their fathers. Thirty-two percent of the fathers' fathers have some education beyond high school compared to 67.9% of the fathers. Most fathers have a higher standard of living than their fathers did.

Fifty percent of the grandmothers are working outside of the home compared to 67.5% of the mothers. This closely reflects Cabrera (et al, 2000) who found that more than two thirds of all women with children are working in the labor force. The majority of fathers and fathers' fathers say they work more than 40 hours a week outside of the home.

Attitudes towards Parenting: Fathers rated themselves higher on nine of the ten statements on attitudes toward parenting. They perceived their father's attitudes toward parenting as lower than their own. The only statement fathers had a lower score on was "I feel overwhelmed with my parental responsibilities." Fathers reported "Parenting is rewarding to me," "My children know that I value learning and academic achievement," "I think I am a good dad," and "My wife/child's mother thinks I am a good dad" as their highest ranked attitudinal statements.

Fathers' fathers also ranked high on their attitudes toward parenting in this study. They were consistently lower than fathers; however fathers still related that they "Feel my father was a good dad." ($X=4.04$).

Involvement in Child Care: Sixteen of the seventeen statements on involvement found significant differences between fathers and their fathers in the care of their children. Fathers scored higher than their fathers on all sixteen statements. Fathers' fathers scored low on most of the daily routine care of their children such as giving the child a bath, putting the child to bed, changing the child's diapers, making meals for his child, and getting up at night with the child. They scored better on "My father praised me when I

did something well” and “My father took us on family vacations”. Fathers’ fathers were more often the one who disciplined the children. Fathers were more likely to share equally with their wife in the care of their children.

Differences based on Income Level: Only two statements showed significant difference between attitudes towards parenting based on income level. Higher income fathers found parenting rewarding more often than fathers earning lower incomes did. “My wife/child’s mother thinks I am a good dad” showed significant difference for fathers with higher financial status. Coltrane (1997) also found that the more money the father contributes to the family, the more the mother perceives him as a capable parent. Five statements showed significant difference between involvements of child care based on income level. Fathers earning higher salaries take their families on more vacations, feel their children are comfortable talking to them about their problems, talk about their day with their children, and praise their children when they do something well. They take their children to school or child care more often. Levy-Shiff (2000) found that fathers who are better off financially spend less time with their children than do low-income fathers, however their involvement is usually more positive. This study showed that higher income fathers showed a significant difference in such things as praising their child when they did something well or talking to their child about their day, but no significant differences were found with direct care for their child such as putting their child to bed, changing diapers, and making meals.

Differences based on educational level: The only statement that showed significant difference between attitudes towards parenting based on father's educational level was "My children know that I value learning and academic achievement." Fathers who hold a master's degree or a doctorate degree scored significantly different than fathers with a vocational degree or high school diploma. More highly educated fathers were also more likely to take their child to school, spend time talking to their children about their day, and take the family on vacations. Educational levels of fathers were broken into 4 groups; graduation from high school, vocational school, bachelor's degree or master's/doctorate degree. The data was analyzed using a Student Newman-Keuls Multiple Range Test. It was found that the level of difference between education level of fathers and attitudes towards parenting and participation in child care was not statistically significant.

Differences based on age: Significant differences in attitudes and involvement in child care were found in relation to the age of the father. Fathers in the 35-45 age range rated themselves highest on "Parenting is rewarding to me," "I think I am a good dad," and "My wife/child's mother thinks I am a good dad." They were the least likely to be overwhelmed with their parental responsibilities. Fathers aged from 46-55 years of age were the least confident in their role as fathers. This age group was more often overwhelmed with their parental responsibilities. Younger fathers, 25-35 years old, were more likely to participate in the day to day care of their children. Robinson & Barret (1986) found the opposite to be true in their research. They found that younger fathers were less likely to share equally with their spouse in the care of their children. In this

study, younger fathers were most likely to read and play games with their children, put their child to bed, and take their children to school or child care. Fathers 36-45 were found to be more emotionally connected with their children. These fathers talked about feelings with their children, praised their child when they did something well, spent time talking to their children about their day more often than fathers of other age groups. Fathers in the 36-45 age group felt their children were comfortable talking to them about their problems. Fathers in the 46-55 age group were the least likely to talk to their child about feelings or spend time talking to their children about their day.

Favorite activities: When asked to list some favorite activities to do with their child, fathers answered most often by listing sports – basketball, baseball, soccer, football and skiing. The second most common response was reading together. Playing games, fishing, camping, watching movies, hunting and taking vacations together were also listed as favorite activities. A few fathers described working together on chores. When the fathers were asked to list some of their favorite memories of time spent with their fathers, most remembered fishing together. They also had fond memories of hunting and camping. Fathers remembered spending time doing woodworking projects with their fathers and visiting relatives on the weekends.

The findings of this study clearly show that fathers are more involved in child care than they perceived their fathers were. Father's attitudes toward their parenting role are also changing. Younger fathers are more often participating in a co-parenting situation with their spouses.

Chapter 5

Summary, Conclusions and Recommendations

This final chapter contains a review of the study of father's roles and how they have changed through three generations. The chapter summarizes the purpose of the study, methods and procedures followed in the study, data analysis used, and limitations found in the study. Results of the study are further reviewed and conclusions restated. Recommendations for further research and educational implications conclude the chapter.

Summary of the Study

The purpose of this study was to determine the ways in which fathers differ from their fathers in the way they regard their role as a parent. It also studied the participation of fathers in the care of their children. A second part of the study was to have fathers give their perceptions of how their own father felt about his role as a parent and how involved he was in the care of his children.

The study was designed to answer the following research questions:

1. Are the young fathers of today more involved in the daily care of their children than were their fathers?
2. Does the educational level of fathers have an impact on attitudes and involvement of fathers in the care of their children?
3. Does the income level of fathers have an impact on attitudes and involvement of fathers in the care of their children?
4. How do fathers compare their own parenting skills to that of their fathers?

5. Are fathers more involved in their children's lives at different ages in their own lives?

The instrument used in this research was developed by the author. The questionnaire consisted of three sections and two parts. Section I collected demographic characteristics of the fathers regarding age, marital status, number of children they have, educational level attained, income level, and the number of hours they work outside the home. Section II used a Likert scale to determine attitudes toward their roles as fathers. Section III used a Likert scale to determine the father's actual involvement with their child's care. A second part of the survey included background information on the father's father. It asked fathers for their perceptions of their father's attitudes and involvement in the care of his children. The second part of the survey included all the same statements that were given to the fathers on Part I.

The subjects of the study were all fathers who either attended the University of Wisconsin-Eau Claire or were employed by the institution. The 78 fathers that responded to the survey were between the ages of 25-81. Seventy surveys were given out to fathers who have children attending the University of Wisconsin-Eau Claire Children's Center. Eighty surveys were sent randomly through campus mail to fathers who work at the university. All the fathers lived in Eau Claire or surrounding communities. The subjects were assured that their responses to the survey were strictly optional and that the data was being collected for a graduate thesis and may also be used for a presentation at an Early Childhood Conference.

Tabulation and analysis of the surveys was done through Computer Services at the University of Wisconsin-Stout, Menomonie, Wisconsin. Frequency counts and percentages were calculated on all the demographics in Section I of the survey. Means, standard deviation and frequency counts were computed on section II and III of Part I for fathers and Part II for father's fathers. A t-test was also used on all items in Section II and III to compare fathers to their fathers on both attitudes and involvement with child care. A one way analysis of variance, with a Student Newman-Keuls Multiple Range Test, was used on items 1-10 in Section II and III for Part I on fathers and Part 2 on father's fathers. A Duncan Multiple Range Test was also used to show differences in attitudes and involvement based on age. The Student Newman-Keuls Multiple Range Test was used to determine differences on attitudes on parenting and involvement in child care of fathers and their fathers based on their educational background and income level.

In spite of the pilot testing and advice given by survey takers, deficiencies still existed in the survey instrument. Many of the fathers were old enough to be in either the group of fathers or the group of father's fathers. There should have been surveys for fathers based on their age. The surveys could have been color coded for the two groups.

Any conclusions drawn from this study are only generalizable to the University of Wisconsin-Eau Claire fathers, or to the extent that another geographical area has similar characteristics.

Conclusions:

Research question 1: Are fathers today more involved in the daily care of their children than were their fathers? Section III of this survey was designed to measure involvement of fathers and their fathers in the care of their children. There were seventeen statements relating to the care of children. Fathers rated themselves significantly higher than their fathers on 16 of the behaviors. Some of the activities that were included in this list of statements were: putting children to bed, reading and playing games with children, changing diapers, getting up at night with the child and spending time talking to the children about their day. The fathers taking this survey scored very high on their involvement in their child's care. They scored much higher than their fathers. However, their fathers also scored higher than was expected. The fathers taking this survey may be different than other fathers in that they are highly educated or at least in an academic environment. Furstenberg (1997) found that there is an almost even division between fathers who abandon their parental responsibilities and fathers who are very committed and dedicated to their children. Fathers who are not involved in the lives of their children were not the fathers who responded to this survey. Uninvolved or absent fathers would not be present at the Children's Center to receive a survey. Most of the fathers taking this survey are becoming true partners in child care or at least think they are involved in co-parenting. Fathers scored themselves above the mean of 3.25 on all involvement statements. Five statements were over 4.00. None of the father's fathers scored at 4.00 and eight of the statements were scored lower than 2.50. The

fathers responding to this survey are significantly different than their own fathers in their involvement with the care of their children.

Research Question 2: Does the educational level of the fathers have an impact on attitudes and involvement of fathers in the care of their children? Only one statement showed a significant difference between fathers' attitudes towards parenting based on their educational level. On the statement, "My children know that I value learning and academic achievement," fathers with a master's or doctorate degree scored highest. Fathers with a bachelor's degree scored next. Fathers with a high school diploma scored significantly higher than fathers with a vocational school degree. This finding may be due to the fact that fathers attending the university are still at the high school diploma level and yet may be more closely identified with fathers who have a bachelor's degree or higher. Only three statements revealed a significant difference on involvement of fathers based on educational level. Fathers with a bachelor's degree scored highest on "I take my child to school," and "I take vacations with my family." Fathers with a Master's/doctorate degree were most likely to "spend time talking to their children about their day". Fathers with a vocational degree scored lowest on two of the three statements and third on "I take vacations with my family". Fathers with a high school diploma were the least likely to take vacations with their families. Perhaps this is because most of these fathers are students attending the university. They are trying to work, go to school, and take care of their families. There may be little time or financial resources for vacations. Again, this study was taken by a very well educated group of fathers and may not be representative of other populations.

Research Question 3: Does the income level of fathers have an impact on attitudes and involvement of fathers in the care of their children? Fathers were grouped by those with an annual income of less than \$70,000 and those with an annual income of more than \$70,001. There was no division on age and income. Some of these lower income fathers could be students or they could be retired fathers. Only two attitude statements showed significance at the .01 level. Fathers with higher incomes scored significantly higher than fathers earning a lower income on the statement, "Parenting is rewarding to me." There was also a difference on "My wife/child's mother thinks I am a good dad." Husbands earning a higher salary think their wives perceive them as better fathers. The father's role as the breadwinner of the family may still be reflected in attitudes of both mothers and fathers.

Research Question 4: How do fathers compare their own parenting to that of their fathers? Fathers rated themselves higher on every statement regarding involvement with their children. The fathers rated their fathers low on "My father and mother shared equally in the care of their children." Fathers also scored their fathers considerably higher on "My father's job took too much of his time and energy." This may have been related to larger families and the type of work their fathers were involved in. Many of the fathers in this part of the state were raised on farms where fathers worked long hours. The fathers taking this survey felt they were "good dads" and found "parenting rewarding to them." They scored their fathers lower but still felt their fathers were "good dads" and thought "parenting was rewarding to them" as well. Fathers did not feel that their fathers frequently did things like

changing diapers, giving their child a bath, staying home with a sick child, or getting up at night with a child. Before the 1980's, there was a division of labor by gender in households. Fathers spent little time with their children. Many of the fathers from this study were being raised during this time and it may account for some of the differences in participation of their fathers.

Research Question 5: Are fathers more involved in their children's lives at different ages of their own lives? Age appeared to be the most significant factor in the relationship between father's attitudes towards parenting and their involvement in their child's care. Results from the Student Newman –Keuls Multiple Range Test showed a significant difference between ages of fathers on both attitudes toward parenting and involvement in child care. Fathers aged 36-45 years of age scored highest in seven of the ten attitudinal statements. They ranked themselves highest regarding how rewarding parenting was to them. They also rated themselves highest on "I think I am a good dad." Fathers in this group responded positively on the statement "My wife/child's mother thinks I am a good dad." This age group came in highest with regard to praising their children when they do well, talking to their child about their day, and talking about feelings. They came in second in other areas of child involvement such as putting their child to bed, reading stories and playing games, helping with homework and making meals for their children.

Fathers in the 25-35 year group rated highest in the actual care of their children. "I read and play games with my child," "I put my child to bed," "I make meals for my child," "I change my child's diapers," "I get up at night with my child," and "I give my child a bath" were ranked highest for fathers in this age group. They also

scored highest in sharing equally in their child's care with their spouse or with the child's mother. These fathers ranked first in "Parenting is important to me."

Fathers ages 46-55 scored lowest on eight of the ten attitudinal statements. They did not find parenting as rewarding as dads of other ages, did not feel they were as good a dad as other fathers and felt their wives did not feel they were as good a dad as some of the fathers of other ages. These fathers also came in lowest in the amount of involvement in their child's care on fourteen of the seventeen statements. These results may be affected by the age of the father's children. A majority of these fathers have teenage children who may not want as much involvement with their fathers. There may also be more family conflict during these years and parenting may not seem as rewarding as in other years.

Fathers 56 years and older ranked lowest in helping their children with their homework and staying home from work with a sick child. As a group they found parenting to be rewarding but scored lower than the 25-35 year olds and the 36-45 year olds. This group had less involvement with the care of their children than any group except the 46-55 year olds.

Educational Implications: Fathers need to understand that they make vitally important contributions to the development of their children. Child care centers and early childhood programs need to engage fathers more often in the programs and opportunities at the school. Parenting classes should make more attempts to involve fathers. Information on how fathers positively influence their child's development should be provided. If fathers are not involved in classes, mothers need to be

educated on the topic. Schools need to be father friendly. Fathers need to feel comfortable in the setting before they will get involved. Schools need to expect participation from fathers. Their names should be included on all school newsletters and correspondence. When the father is not living with the child, he should also get school information. During the early grades, there is a ratio of 50 women to every male working in the schools. There needs to be a conscious effort to hire good men as teachers of young children whenever possible. Children and parents need to see men in more nurturing roles. Boys need to see that reading and learning are not only woman and girl's work. Schools need to make every effort to involve fathers in the lives of their children. Parenting classes should be required of all students in high school.

Research Recommendations: There has been little research done on fathers and their relationships with their children. Continued research will enable parents and educators to better understand how fathers influence their child's development and what their most important roles as fathers should be. Research will help improve programs that serve children and families. Research should also be conducted on identifying the needs of fathers and the education, activities, and services that they might find most useful to them.

Research should be conducted on the children with involved fathers to determine the effects of positive parenting. Continued studies should also include children with nonresidential fathers.

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APPENDIX

Participant's Letter of Explanation

Survey

May 20, 2005

Fathers,

I am currently working on my thesis for my graduate degree in Early Childhood Education at UW-Stout. I would appreciate your help with my data collection. The attached survey has two different parts. The first part of the survey will ask you to circle the response that most closely describes your attitudes towards parenting and your involvement in your child's care. The second part of the survey asks you to respond what you recall of your father's attitudes and involvement with his children when they were young. This data may also be used for a presentation at an Early Childhood Conference in the fall.

Filling out this survey is strictly optional. The survey is completely confidential and no attempt will be made to try to determine which survey is yours.

Please answer the questions as best you can. You may return the survey in the envelope that is provided and deposit it in the lock box next to the Children Center's office or return the survey though campus mail. Please return the survey by Friday June 10, 2005. A consent form is included with this letter.

Your participation is appreciated.

Thank-you

Becky Wurzer

Consent Form

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of the study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Questions or concerns about the research study should be addressed to Becky Wurzer, the researcher at 832-2244, or Dr. Karen Zimmerman, the research advisor at 232-2530. Questions about rights of research subjects can be addressed to Sue Foxwell, Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715) 232-1126.

Comparing Your Role as a Father to Your Father's Role as a Father

This questionnaire is part of a study designed to compare the role of fathers through several generations. Please answer the questions as best you can.

Filling out this survey is strictly optional. Your cooperation, however, will be a great help in the collection of data. All information from the survey is confidential.

Section I. General Information about you.

1. How old are you? _____

2. What is your marital status?

_____ Married

_____ Single

_____ Widowed

_____ Living with Someone

_____ Divorced/Separated

If you are divorced or separated, do you have joint custody of your children?

_____ Yes

_____ No

3. Do you live with your children? _____ Yes _____ No

4. Do you have more than one family? _____ Yes _____ No

If you do not live with all your children, how often do you see the children you do not live with? _____

5. How many children do you have? _____

6. What are the ages of your children? _____

7. How old were you when your first child was born? _____

8. What is your highest educational level?

_____ High School Diploma _____ Vocational Degree

_____ Bachelor's Degree _____ Master's Degree

_____ Doctoral Degree

9. What is your family's average yearly income?

_____ \$35,000 and under

_____ \$35,001 - \$70,000

_____ over \$70,000

10. Does your wife work outside the home?

_____ Yes _____ No Not Applicable _____

11. Approximately how many hours a week do you work outside your home?

_____ 20 hours or less

_____ 20-40 hours

_____ 40-45 hours

_____ More than 45 hours

Section II Your attitudes towards parenting.

Circle the number that most closely relates to you as a father.

1 – Strongly Disagree SD

2 – Disagree D

3 – Undecided U

4 – Agree A

5- Strongly Agree SA

	SD	D	U	A	SA
1. Parenting is rewarding to me	1	2	3	4	5
2. I spend enough quality time with my children.	1	2	3	4	5
3. I try to keep my job from interfering with my parental responsibilities.	1	2	3	4	5
4. My parental responsibilities are more important to me than my job.	1	2	3	4	5
5. I feel my job takes too much of my time and energy.	1	2	3	4	5
6. I find time to pursue activities I enjoy.	1	2	3	4	5
7. I feel overwhelmed with my parental responsibilities.	1	2	3	4	5
8. My children know that I value learning and academic achievement.	1	2	3	4	5

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
9. I think I am a good dad.	1	2	3	4	5
10. My wife/child's mother thinks I am a good father.	1	2	3	4	5

Section III. Your involvement in your Child's care

Circle one of the following as a response to each statement:

1 – Never N

2 – Rarely R

3 – Sometimes S

4 – Frequently F

5 – Always A

	<u>N</u>	<u>R</u>	<u>S</u>	<u>F</u>	<u>A</u>
1. I read and play games with my child.	1	2	3	4	5
2. I put my child to bed.	1	2	3	4	5
3. I make meals for my child.	1	2	3	4	5
4. I change my child's diapers.	1	2	3	4	5
5. I get up at night with my child.	1	2	3	4	5
6. I help my children with their homework.	1	2	3	4	5
7. I attend parent-teacher conferences and/or school activities.	1	2	3	4	5
8. I give my child a bath.	1	2	3	4	5
9. I take my child to school or child care.	1	2	3	4	5
10. I am the one who disciplines the children.	1	2	3	4	5
11. I talk about feelings with my child.	1	2	3	4	5
12. I praise my children when they have done something well.	1	2	3	4	5
13. I spend time talking to my children about their day.	1	2	3	4	5
14. My children are comfortable talking to me about their problems.	1	2	3	4	5
15. My spouse and I share equally in the care of our children.	1	2	3	4	5

16. When my child is ill and can not attend child care/school, I am just as likely to stay home as my spouse. 1 2 3 4 5
17. I take vacations with my family. 1 2 3 4 5

What are some of your favorite activities to do with your child?

What are some of your favorite memories of time spent with your father?

Section I. General Information about your father.

1. Did you live with your father growing up?
 _____ For most of your childhood
 _____ For some of your childhood
 _____ Never
2. How many children did your father have? _____
3. How old was your father when his first child was born? _____
4. What is your father's highest educational level?
 _____ Did not finish High School _____ High School Diploma
 _____ Vocational Degree _____ Bachelor's Degree
 _____ Master's Degree _____ Doctoral Degree
5. What was your family income when you were growing up?
 _____ poor _____ middle class
 _____ Upper middle class _____ Wealthy
6. Did your father work more than 40 hours a week outside the home?
 _____ Yes _____ No
7. Did your mother work outside the home?
 _____ Yes _____ No

Section II. Your Father's Attitudes towards parenting

Circle the number that most closely relates to your father.

1 – Strongly Disagree SD

2 – Disagree D

3 – Undecided U

4 – Agree A

5- Strongly Agree SA

	SD	D	U	A	SA
1. I think parenting was important to my father	1	2	3	4	5
2. My father spent enough quality time with his children.	1	2	3	4	5
3. My father tried to keep his job from interfering with his parental responsibilities.	1	2	3	4	5
4. My father's parental responsibilities were more important than his job.	1	2	3	4	5
5. My father's job took too much of his time and energy.	1	2	3	4	5
6. My father found time to pursue activities he enjoyed.	1	2	3	4	5
7. My father felt overwhelmed with his parental responsibilities.	1	2	3	4	5
8. I knew my father valued learning and academic achievement.	1	2	3	4	5
9. I feel my father was a good dad.	1	2	3	4	5
10. My mother felt my father was a good dad.	1	2	3	4	5

Section III. Your father's involvement in your child care.

Circle one of the following as a response to each statement:

1 – Never N

2 – Rarely R

3 – Sometimes S

4 – Frequently F

5 – Always A

	N	R	S	F	A
1. My father read and played games with me	1	2	3	4	5
2. My father put me to bed.	1	2	3	4	5
3. My father made meals for me.	1	2	3	4	5
4. My father changed my diapers.	1	2	3	4	5
5. My father got up at night with me.	1	2	3	4	5
6. My father helped me with my homework.	1	2	3	4	5
7. My father attended parent-teacher conferences and/or school activities.	1	2	3	4	5
8. My father gave me a bath.	1	2	3	4	5
9. My father took me to school or child care.	1	2	3	4	5
10. My father was the one who disciplined me.	1	2	3	4	5
11. My father talked about feelings with me.	1	2	3	4	5
12. My father praised me when I did something well.	1	2	3	4	5
13. My father spent time talking to me about my day.	1	2	3	4	5
14. I was comfortable talking to my father about my problems.	1	2	3	4	5
15. My father and mother shared equally in the care of their children.	1	2	3	4	5
16. My father stayed home with me when I was ill and had to miss school.	1	2	3	4	5
17. My father took us on family vacations.	1	2	3	4	5

Thank You!

Please return the survey in the envelope that is provided or deposit it in the lock box next to the Children's Center office.