

**FATHER INVOLVEMENT AND
ADOLESCENT'S MENTAL HEALTH:
AN EXPLORATION**

Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY IN PSYCHOLOGY

by
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CERTIFICATE

I, **Prof. Dr. C. Jayan**, do hereby certify that this dissertation entitled '**FATHER INVOLVEMENT AND ADOLESCENT'S MENTAL HEALTH: AN EXPLORATION**' is a record of bonafide study and research carried out by **Mrs. FATHIMA BUSHRA SALIHA K. P.**, under my supervision and guidance and that no part of it has been presented before for any other Degree, Diploma or Title or Recognition before.

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I, **FATHIMA BUSHRA SALIHA K. P.**, do hereby declare that this thesis '**FATHER INVOLVEMENT AND ADOLESCENT'S MENTAL HEALTH: AN EXPLORATION**', is a bonafide record of the research work done by me under the guidance of Dr. C. Jayan, Professor, Department of Psychology, University of Calicut. I also declare that this thesis has not been submitted for the award of a Degree, Diploma, Title or Recognition before.

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Place : C. U. Campus

Date :

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I dedicate this work to my

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LIST OF ABBREVIATIONS

Abbreviation	Expansion
ATM	Automated Teller Machine
B.Ed.	Bachelors of Education
CDS	Child Development Supplement
CSE	Certificate Of Secondary Education
DV	Dependent Variable
FFP	Flourishing Family Project
FI	Father Involvement
ICD	International Classification Of Disorders
IFI	Inventory For Father Involvement
IPA	Interpretive Phenomenological Analysis
IQ	Intelligence Quotient
IV	Independent Variable
LR	Likelihood Ratio
MI	Mother Involvement
MISIC	Malin's Intelligence Scale For Indian Children
N	Sample Size
NCDS	National Child Development Study
NFER	National Foundation For Educational Research
NRFC	National responsible fatherhood clearing house
PSID	Panel Study For Income Dynamics
SCE	Scottish Certificate Of Education
SD	Standard Deviation
U. S.	United States

ABSTRACT

Parental investment will increase the chance of survival of any offspring (Trivers, 1971). For many years, research on parenting was mostly based on mothering. In 1975, Michael Lamb described fathers as the forgotten figures in child development. Sebastian Kreaemer, in 2005 said “In his own mind no child is ‘without a father’, in the absence of a given story, he will make up his own”. This brings light to the possibility that fathers can have a role in the child development and the later knowledge development adds to it. Off late, there are many researches, programmes, policies, and fatherhood initiatives that search for better, broader, and deeper understanding of fatherhood. The current study attempts to explore father involvement and adolescent’s mental health.

As explained using the research onion by Saunders, Lewis, and Thornhill in 2008 the current study follows the epistemological position of interpretivism, subjective ontology, induction as the research approach, value laden axiology, multi method research choice, and cross sectional time horizon.

The study is conducted in two phases. First phase explores the phenomenon of ‘father involvement’ by analyzing self reports of 1110 adolescents (13-18 years, 511 males and 599 females) by making use of Interpretive Phenomenological Analysis using Duquesne method described lately by Moustakes 1994. The investigation probes in to details by analyzing the variation in the construct of father involvement based on gender (male versus female) and age (early: 13-15 years versus late: 16-18 years) within adolescent years.

In the second phase, four in-depth case studies (approximately homogeneous participants) are done using observation, demographic data, semi structured interview, psychometric tests, and the data was analyzed using Interpretive Phenomenological Analysis for case studies as explained by Smith and Osbern (2015). The information is collected from the participant and from their mothers.

The investigator identified thirteen domains that describe the construct father involvement. They are: nurturance, protection, provision, acceptance, understanding, guide to the outside world, taking responsibility, discipline, academic assistance, time spent together, provide support, role model, and relationship with mother. On all the thirteen domains, the responses varied based on age and gender within adolescents.

In the case study, the individual characteristics, father as a 'person', family characteristics, father-adolescent relationship, fathering characteristics, father involvement and development of the individual and mental health are analyzed. Since the methodology used is 'case study', there is lesser scope for generalization of the results. Still the patterns showed a tendency that 'positive father involvement relates to mental health' of the individual.

The literature review, method, result, analysis and discussion are explained in detail in the prescribed chapters.

“In his own mind no child is ‘without a father’. In the absence of a given story he will make up his own”.

(Sebastian Kraemer, 2005)

Parental investment is any investment by the parent in an individual offspring that increase the offspring’s chance of survival and it includes the metabolic investment in producing the sex cells and any behavioral investment that benefits the young (Trivers, 1971). There are two types of interactions involving adult males and young ones. One is the ‘male care’, which includes activities such as holding, grooming, carrying, and protecting a neonate or infant by an adult male and the second one is the ‘agonistic buffering’, which is a more specialized term referring to the use of a neonate by an adult in regulating relationship with other individuals (Deag & Crook, 1972).

In 1999, Auerbach and Silverstein argued that both mother and father are not necessary. This was much debated. Farell, in 2001 argue that father is essential for the holistic wellbeing of a child.

Male care in animals

Fatherhood is a concept that is being debated as an instinct or a social construct. There is substantial logic to argue both. But, better said it gets in to nature-nurture controversy. Many fathers in the natural world take up the duty of the father much above and beyond the average paternal roles as egg incubators to food providers, while many reptiles, amphibian and bug offspring never meet their fathers (or mothers); they often emerge from eggs into world and have to fend for

themselves. They trust evolution that their offspring survive. Even among mammals, active fathering is the exception rather than the rule. But being a dutiful dad does have its evolutionary advantages. By boosting one's offspring's chances of survival, fathers can help to ensure that their genes get passed on to the next generation (Harmon, 2011). Every species has an instinctual need to propagate its genes and to continue its progeny very successfully. Richard Dawkins (1976), in his book "The selfish gene" explains the need of any gene to be immortal. Each individual act to any extends for the same. Individual do their best to procreate, reproduce and bring out their offspring, make them survive as the fittest likewise as Darwin suggested.

Species dedicate their life to propagate their genes through generations. And they make sure that they spent their time and energy for their own offspring and not of others. Life's major goal of any species is to get their genes survive successfully with a minimum amount of invested energy and time. The female's role usually forces her to put much more time into the parenting process. So she's choosier selecting a mate to avoid wasting her resources. The male uses less energy but also has less control over whether his genes make it into the next generation. So by mating as much as possible they increase the reach of their genes (Goodman, 1996).

It only follows that the males of many species have adopted a "love them and leave them" strategy. But some animal male parents have taken the other path, shaped by factors such as severe living conditions that require effort from both parents for the young to survive (Goodman, 1996) or unusual reproductive techniques like external fertilization that leaves males the last ones available for

child care and therefore are stuck with the parenting duties. For example, the bird, Phalarope takes role reversal to extremes. The male makes the nest, incubates the eggs and cares for the young.

Kunz and Hosken in 2008 stated that paternal care in animals is less widespread. Some male fruit bats lactate is a discovery that is to the extreme. But whether they feed their offspring is still to be confirmed. Around 90% of birds' species are claimed to be monogamous and in such species the males take equal role in providing and protecting the nestlings and the absence of the male care leads to their lesser chances of survival, though they survive they seem to be less developed (Wolf, Ketterson & Nolan, 1988). Helpful fathering seems to be relatively common among certain group of mammals which is accepted with little controversy. Kleiman and Malcolm (1981) reported that around 40 % of genera of primate and carnivores involve in some form of paternal care. Direct and vital paternal care, which include hunting, feeding, cleaning, playing and protecting their cub, is seen in some animals like wolves, foxes and wild dogs (Malcolm, 1985).

In the following paragraphs, the researcher tries to summaries the paternal investments in animals that came up in the expertise discussion with Dr. Nasser, Associate Professor in Zoology, University of Calicut and those that are pointed out by Katherine Harmon (2011) as involved dads.

In Seahorse (hippocampus), though not a real pregnancy, do have a role reversal. Males are morphologically built so as to take care of the offspring. After the courtship and the sunrise swim, the female insert a tube inside and fill in the eggs in the male brood pouch. Then she moves off and then the male knocks themselves

on hard surfaces to get the fertilized eggs settled in the pouch. The lining of the males pouch provides the young with nutrients and oxygen after the brooding period, he squeezes his swollen abdomen and the progeny comes out.

In Owls, the male after establishing his territory and attracting a mate, both go in search of nest that are left out since they do not build nest by themselves. Females lay eggs in the nest, stays there for hatching and later to take care of the offspring till they grow strong. In the meantime, the male parent fends food for the whole family.

In some birds, before they mate, they spent time together as part of courtship. And they mate after a quarantine period. That is a time lag between the bonding and copulation. This allows the alien sperm to be detected and they make sure that they are supporting their own genes to survive and succeed and not that of someone else.

After creating the territory and nest, the male Three spined Stickleback attracts females. When the female enter his nest to lay eggs, the male fertilizes it and then he guards the eggs from predators. He fans oxygen filled water with fins, remove eggs infected from fungus and he take care of the offspring until they are ready to be on their own.

Parents usually protect their child, and that's one of the requirements for better chances of survival. They are selfish enough to break the rules and may sacrifice their own enjoyments and needs for the sake of their offspring. They are even ready to spare their life and beholding. The Male Sea Catfish's (Ariidae family) mouth is his nursery, as he swims around with jaws full of eggs, which he picks up

shortly after the female, lays them. This strategy stops eating, so he lives off body fat for the month it takes the eggs to hatch out and also for the two or three weeks his young need to grow into independence.

In Giant Water Bug (*Abedus inden tatus*), males seems to be more timid and cautious and the females more aggressive. After mating, females glue their eggs on the back of the males. When the male is loaded up to 150 or more eggs the males become responsible. He strokes and takes a deep knee bent to clean and aerate the eggs respectively. He sits on water surface to dry the eggs and to remove the parasites and he moves around to keep the eggs safe from predators. In few weeks the eggs triple in size and right before the eggs get hatched he stops eating to avoid consumption of the offspring. When the offspring comes out and starts moving around and become independent, the egg pads are kicked out and the session ends. Each brooding season have around four such sessions.

Paternal sacrifice can be seen in the Lumpsucker (a stout-bodied, tadpole-shaped fish). He aerates their eggs by fanning them with fins or tail when the tide is in. When the tide recedes, he stays out and remains with his eggs by attaching himself to the rocks with a sucker formed from his pelvic fins, a kamikaze move exposing him to hungry gulls and crows. In animal like barking frogs, male partner stays near the eggs until they're hatched, wetting them down with urine when they begin to dry out.

During the Antarctic breeding season, when the temperature fall to a great extent and the female parents are away for feeding, the male Emperor Penguin (*Aptenodytes Forsteri*) takes the charge of keeping their eggs or chicks warm with

much dedication. In Greater Reas (*Rhea Americana*), after the females laying the eggs in the males nest, he sits on eggs (dozens) more than a month and when the chicks hatches out, he looks after them, protect and provide them.

Some animals cannot afford to have a territory for themselves. Here, for the time being the relatives support the family. They are happy that they are supporting their best related gene to continue its path and together with this they have a hope that one day the territory will be handed over to them and thereby they can create a family for themselves and make sure that their own gene persists. In some animals, if the male parent is away or absent, the best relatives choose to help and take care of the child. This helps them develop their maternal skills as well. They choose their best relative. They support the growth and development of their just brother or sister than their far cousins.

Support from both parents is essential in some species. When the gestational period is longer and the female partner requires support from somebody else, the best possible and available partner in most of the case is the male parent. It is the need and desire of him that his child is safe and secure. In these cases, the mother needs to relax, cared and assisted to feed herself and thus the promotion of healthy development of the baby happens. Mother, in such cases usually takes time to get back to previous means of living.

Male care in mammals

Some mammals seemed to be living as permanent couples. They share the responsibilities with mothers in regular caretaking activities. Among Marmosets and

Tiny Monkeys, who usually deliver twins, the male parent takes more than half the share of infant care. Marmoset males were the preferred parent when the young one is frightened (Vogt, 1984). Some monogamous New World monkeys also have an important role in taking care of the offspring. Marmosets, Tamarin, Owl monkey, titi monkeys, Goeldi's monkeys share the food and carry the young ones on their back (Schradin, Reeder, Mendoza & Anzenberger, 2003). Some Lemur species were observed as guards and babysitters for their young ones. (Vasey 2007; Fietz & Dausmann, 2003). Bastian and Brockman in 2007 reported that Male Coquerel's Sifakas were observed grooming and holding their infants. Capuchin monkeys protect their infants from attack of others. Buchan, Alberts, Silk, and Altmann in 2003, reports that research has found that in one group of Savannah Baboons, males were more involved and support the young if they were the genetic fathers of the juvenile. In Savanna Baboons and Black Howler Monkeys, infants form close relationship with the male parent. The adult male may hold, cuddle and groom infants (Whitten, 1986).

Generally, the males act as care takers in lesser instances when compared to the female parents. The major job of the males is to protect the mother and the offspring. In Wolves, the male rarely carry the young and are minimally engaged with them. The male role is to stay close to mother and offspring so as to protect them from the predators (Zimen, 1971).

In some animals the male parent teaches the child to find their food, hunt and help learn skills for survival. Male red fox's (*Vulpus Vulpus*) are attentive, indulgent mate and male parent during the early years. Initially the Vixen is not able to go out

since she is the food source and thermal blanket. Male partner provide her with food until she can leave the den and start hunting. Researchers have seen fox dads exhibiting much excitement about their pups, and they spent time with the pups playing. They teach the pups' survival skills like searching and finding food, escaping from dangers, etc.

Though males do take care of the offspring, they are just secondary to mother care. Mother does the primary caretaker role. The more important interaction happens with male is in the reproductive process and later to transfer the younger males to the adult male group.

Development of father role in Human societies

Based on anthropological studies Kraemer (1991) claims the chances that fatherhood is a social construct. In nomadic ages, females were sufficient enough to fulfill the necessities without much help from males. There the food was easily gathered such as fruits, eggs and honey. Here males presence would help but was not critical for the survival of females and infants. The transition to agricultural life patterns and the domestication of animals required an organized societal life. Herding of animals as well as the labor in the fields required more working hands and hence women were more in demand to produce babies. The men who gained control perceived the agricultural products, livestock, women and their offspring as their property and men collected wages for his wife's and children's services for their work outside the home. He owned his wife's property as well (Babcock, Freedman, Norton & Ross, 1975). There men gained control and the concept of patriarchy emerged. Later, in the seventeenth century social, economic and religious

reforms strengthened the fathers control over his household. Powers that were with the religious leader or royal rulers were transferred to the nuclear families headed by the father. Father's responsibility as provider and protector, has extended to the moral and religious authority roles also (Schorsch, 1979). Fathers were emphasized as the educators of next generation. If the father was uneducated, he was responsible for hiring a teacher. Although women worked in the farm to provide for the family father was the head of the household. With the industrial revolution, the dichotomy of the roles the men and women had in the family strengthened (Bernard, 1981). Mother was constantly present with the child and she became the primary care giver most of the time. This strengthened the assumption that father-child relationship has very little effect on the development of the child. Men saw their children rarely since they stayed at the workplace for longer time and women stayed at home usually and became responsible for childcare. Man and women were valued for their breadwinning and homemaking abilities respectively.

The technological and economic development followed by World War II led many women to enter the outside home workforce. Mothers found it difficult to take care of child as in the past. Father was then not considered as the sole provider. Wife's earnings also mattered. But still then historical dichotomy of the father – mother responsibilities in child's caretaking has not changed to a great extent. By analyzing the time and activities of working mothers and fathers in the egalitarian societies, even they shows that, although wives were not dependent on their husband for their livelihood, they continue to perform the traditional mother role exclusively. Mothers spent more than four times as much time with their children as the fathers

did. From the unemployed fathers did not invest in their children more of the free time that was available to them (Jahoda, 1982).

Father role is problematic, conflicting and doubtful. Male parent is biologically less attuned to be a committed father. They can father many offspring's at a time and if not regulated, may turn promiscuous. Paternity seems to be casual and the commitment may be weak. Mothers usually acknowledge their roles intrinsically and they are attuned to be committed mother. They bear limited number of children and they show great incentive to invest energy to child (Shulman & Shulman, 1997).

Earlier researches on father absence were mostly focused on father-present versus father-absent groups. Later the researchers started analyzing with-in and between groups. The key ways father absence would affect children were studied. Without a father the child has no co-parent, economic difficulties gets in (McLanahan & Sandefur, 1994) and will bring in poor educational and psychosocial impacts. There will be social isolation and social disapproval of single or divorced mothers and children may lead to emotional distress and less adaptive functioning (Hetherington, Cox & Cox, 1982; McLoyd, 1989). The perceived or actual abandonment of children by the parent may cause psychological distress (Lamb, 1999) and conflicts between parents can have negative impacts on the child's socio-emotional wellbeing and behavior (Amato, 1993; Cummings & O'Reilly, 1997).

Recently, fathers are described as more involved in the household and childrearing behavior. Even labor and delivery happens in the presence of father waiting outside or in the labor room. Some fathers even participate in the delivery of

the child and they recall it as a positive experience. Although father's involvement shows an increase in some families, many still stick to the distinctive historical roles. Many fathers have not yet learned the new egalitarian role, and mothers, although they work outside of home, are unwilling to give up their traditional role. Usually, when mother is absent, and there is no grandparent available, fathers take over the role of a primary caregiver.

Fatherhood in Psychological Research

The father/husband and mother/ wife role differentiation is embraced most explicitly in Parsons and Bales' (1955) theory, which characterizes the male role as primarily instrumental in nature, oriented towards the home and is primarily expressive in nature. The wife/mother is responsible for the emotional and affective climate in the home and for the raising of children. The father is perceived as peripheral to his children's upbringing.

In 1975, Lamb claimed that fathers are the 'forgotten contributors to child development'. Later on there was seen a growing interest in this topic and many studies revealed various aspects of father's role in child development. The researches in father absence began in 1940's and the tremendous concern was that the absence of a father would have major effects on boy's sexual adaptation. So the primary focus of the research was on whether or not boys would adequately be masculine if they are raised without fathers. It took about 10 years for people to realize that actually fathers were equally likely to have sons and daughters, and that they might want to consider the fact that fathers absence would influence girls as

well. So from around 1950 there was an increased interest in the effect on children of both genders (Lamb, 1996).

From around 1980 onwards there were many articles and publications on fatherhood (Lewis, 1986) and men were described as breaking out of traditional socialization and they were becoming more sensitive husbands and father. Men and women started crossing the once impenetrable boundaries into each other's territory (Enos & Enos, 1985). Then many researches emerged so as to quantify the concept of fatherhood. Studies on father child relationship dealt with the frequency and context of interactions. Findings from different cultures consistently showed that fathers spend less time and are less engaged with their children when compared to mothers (Levtov, Gaag, Greene, Kaufman & Barker, 2015).

Reading the context of parent child relationship the two important components are interaction (nature and structure) and affect (degree of positive affect during interaction and feelings of closeness) (Collins & Russell, 1991).

Inspection of parent – child interactions revealed that fathers and mothers differed in the interactions with the child (Yogman, 1982). Studies consistently showed that when compared to mothers, fathers interact less and spend lesser time with their children. Also, when fathers, interact the nature and type of interaction differs from that of the mother. Father's interaction is more related to specific tasks like play or leisure activities and the responsibility for caretaking of the child remained with the mother (Lamb, 1987). Mother's interaction seems to be more focused on care giving and feeding activities. Even when engaged in a clear caretaking activities, father performs it in a playful manner. Study conducted by

Parke and Sawin (1980) noticed that the difference between mother – child and father – child interaction from the first days of the infants life. Lamb (1980), compared play behavior of mothers and fathers with their infants and noticed much difference. For younger children it is more physically stimulating and exciting. For older children it involves more teamwork requiring the competitive testing of physical and mental skills. Fathers stress on competition, challenge, initiative, risk taking and independence. Mother play is mostly at child's level, gives, child opportunity to play, they allow child to be in charge, proceed at child's own pace, stress on emotional security and personal safety (Herzog, 1980).

Russell and Russell (1987) reported that the difference persist in the interactions with the older children also. On child rearing practices related to achievement and mastery was compared, there seemed to be difference between male and female parent. In a study conducted by them, they found that mothers showed a greater tendency to direct and supervise their child in daily behaviors such as having a bath or eating a meal. Fathers seemed to be less directive than mothers. However, when mothers and fathers interactions were compared during middle childhood, no consistent differences emerged. There was no difference found in maternal and paternal initiations of competitiveness or in their support of the child's competitive and achievement – oriented activities. They also found that mother – child interactions when compared to father – child interactions, the later had more positive parental reactions. In father – child dyads there were more physical affection, friendly affect and more playful behavior.

Father was found to display warmer and more egalitarian behavior when they are with their children (Youniss & Smollar, 1985). In some cultures, though the father is affectionate to his young children, later on, the mother is the partner who is loved and adored, and there the father is feared and obeyed. Children did not even feel comfortable to laugh and joke in front of their fathers (Bronstein & Cowan, 1988).

Even from birth, children who have an involved father are more likely to be emotionally secure, be confident to explore their surroundings, and as they grow older, have better social connections with peers. These children also are less likely to get into trouble at home, school or in the neighborhood. Infants who receive high levels of affection from their father are more securely attached; that is they can explore their environment comfortably when a parent is nearby and can readily accept comfort from their parent after a brief separation. They will also be more sociable and popular with other children throughout early childhood (Pruett, 2000).

Due to the overwhelming complexity of the modern society and the diversity of roles that are now expected by men and women, it is no surprise that structure of family has changed. Variety of alternative family structure has continued to increase over the past generations (Popenoe, 1998). Modern day father is no longer a traditional breadwinner or disciplinarian advent to industrialization and urbanization with the change and growth in employment sources, father distanced from home. Role of women also changed as with more financial power, growing autonomy and hence paternal financial support became less necessary. With the increase in rates of divorce, remarriage, childbirth outside marriages, alternative family systems like

gay, lesbian, bisexual and transgender families' paternity becomes a matter of concern. One of the common characteristics of these alternative families is paternal absence. In theory, divorce need not mean disconnection. In reality it often does.

Father involvement

The social revolution in the 1960s and the 1970s changed the role expected from both men and women as mothers and fathers respectively in child development (Parke, 1995). By around mid 1970s till now, society expect fathers to be more and more involved in child development not just as an instrumental providers and protectors but also as expressive, nurturing and care giving parent (Parsons & Bales, 1955), unfortunately there were lesser advancement in conceptualizing and measuring father involvement according to the changing and expanding role expectations.

The concept father involvement was very narrow in the beginning of research on fatherhood. Later it went on widening. The initiators of the most recent father involvement measurement tradition were Michael Lamb and Joseph Pleck in 1997. They explained father involvement with three dimensions. They were accessibility (presence and availability), engagement (direct contact, care giving, shared interactions) and responsibility (participation in sick or hospital care, involved in child care settings and schools etc.). Lamb, Pleck, Charnov and Levine, in 1985, was more focused on the time spend together by father's in the involved activities in the child's life and to a great extend ignored the content and nature of the interaction. Pleck (1997) conceptualized the need, accomplishment, limitation and future directions for this research tradition and its movement into a positive

father involvement. Palkovitz, in 1997 and Parke, in 1996 distinguished between quantity and quality of father care.

Hawkins and Palkovitz (1999), described father involvement as a more multidimensional construct, and not just as a time based measurement but included contents of father child interactions. They explored more in to the domains of father-child interaction, activities they engage in, the ways in which fathers attempt to promote the development of child, and to quantify the perceived level of father involvement (degree of perceived father involvement). They explained father involvement as care giving, providing companionship, providing income, developing responsibility, and disciplining and these were conceptually related to children's trajectories of development. They validated the measure using fathers point of views by assessing measures of being protective, developing responsibility, care giving and sharing activities. Some other researches focused on responsibility as the major dimension and others focused on the economic and managerial responsibility.

Qualitative characteristics of father child interactions like warmth, affect, sensitivity and participation during specific engagements with children are important aspects of father involvement. Father involvement has the best positive impact when the father-child relationship is supportive (Amato & Rejac, 1994). The warmth or closeness may significantly mediates the benefits of increased involvement (Lamb, 1997)

Mental health

World Health Organization considers mental health as a component of health. They define health as *"A state of complete physical, mental and social well-being, and not merely the absence of disease"* (WHO, 2014).

Mental health is one of the important aspects of health. It is referred to the wide range of activities that directly or indirectly relate to mental or psychological well being. It includes promotion of well being, prevention of mental disorders, treatment and rehabilitation of individuals, if affected with mental disorders. It is important for the individualistic as well as collective ability of humans to think, interact with each other, earn a living and enjoy life. It becomes a vital concern of any individual, community or society to promote, protect and restore mental health. Many social, psychological, and biological factors have a role in determining the mental health of a person at any point of time. Poor mental health seems to be associated with rapidly occurring social changes, stressful working conditions, discrimination based on gender, social exclusion, risks of violence, unhealthy lifestyle, physical ill health and human right violation.

WHO (2014) defines mental health as,

"a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health is widely defined in two ways. One is in the clinical or medical perspective which explains as absence of mental illness. The other notion is the positive mental health which refers to behaviors, emotions and cognitions that

provides the individual personal effectiveness, satisfaction and success. Mental health can also be a combination of attitude towards self, environmental mastery, self actualization, autonomy, integration, perception of reality, etc. In the current study, the author chose a positive perspective to mental health.

Adolescents and mental health

Adolescents is a vulnerable period, there many mental health issues may emerge. An individual with competent mental health will be resilient enough to adjust and adapt to novel and difficult situations easily. Zolokoski and Bullock in 2012, says that adolescents who are resilient can manage and cope effectively and are able to face difficult circumstances and stress and have a better chance to enter adulthood with a positive mental health. Carr in 2011 suggests that the most important promoter of mental health in adolescents is the caring relationship with adult and an easy going disposition. The most common adult with whom the adolescent interact with are the parents, the mother and the father.

World health organization reports that there are wider agreements that, the healthy development during childhood and adolescent years have a lot to do with good mental health and also is a better prevention strategy for mental health issues. Improving social skills, support from parents etc., can help develop a positive mental health.

Fathering in India

India is a country with linguistic and cultural pluralism, but united with an essential unity. It has many religions followed and has been invaded by many countries which left a lasting impact on the people as well as the culture. Tracing the culture, the Vedic age with the entry of Aryans in to northern India, around 1500 B.C. (Thapar, 1966) considered as one of the most ancient civilization in the world, shows the basics of the current culture and tradition. The family system and roles are drawn from ancient religious texts (Sriram & Navalkar, 2013).

Family is a much admired and respected institution in India. “The Indian family system is organized around gender and age; a common feature of the Indian family is the acceptance of the ideals of the joint / extended family system where members are linked by patrilineal ties (Ahuja, 1997; Kaker, 1981; Sinha, 1993). Earlier joint family system was mostly seen with economically affluent families and nuclear system with poor. In joint family, members support and there are multiple care givers for children. Child rearing in India, when compared to west, differed in many ways. In a collectivistic culture, there are many hands to take care and rear the child and it is just a part of daily life. Krishna Kumar, 1993 reports the comparison of the more purposive child rearing in the west to child rearing in India as: “*You bring up your child; we live with ours*”.

According to the India’s cultural scheme of life, duties of a house holder are entrusted in the hands of men. Around the age of 20-25, he reaches ‘Grihastha’ which encompasses parenting. Parenting is men’s ‘duty’ or ‘Dharma’. Male were regarded as the householder or the ‘karata purush’ which literally means ‘male doer’

and was responsible for families' wellbeing. Mothers and fathers are expected to have distinct roles as parents. Fathers were entrusted with the roles of primary provider, moral overseers, disciplinarian, and one who looks after the family welfare and is the guardian of the family. (Krishnan, 1998; Kapoor, 2000)

During the early years of child's life father have limited role. When the child grew to the school age, father teaches many skills. According to sociological and psycho sociological literature, traditionally fathers role are being a protector, provider, teacher and moral guardian while mothers role was mostly physical care giving (Krishnan, 1998; Saraswathi & Pai, 1997). Another characteristic of fathers is that they are distant affectively and are stern disciplinarians (Kaker, 1981).

With the industrialization and urbanization in 1950 and the post independence changes accelerated by economic reforms in 1990, there was increase in nuclear family, number of working women and there were migrations for job and many other reasons. Hence there was less support for child rearing from family. With the proliferation of electronic media, internet and television the family system had the influence of global culture. The treaties and policies on women, education, children, etc., brought about many changes in nuclear family. Middle class population mostly opted for more child centered practices. Parents have clear aspirations and they are ready to invest finance on child development (Gore, 2003; Padma, 1995; Kapadia & Shah, 1998; Sinha, 2003; Sriram, 2003).

The practices of the nuclear families turned to be more child centered, but there was less time spent together since both are working (Ramu, 1989). Mobile and internet do connect parents tough less proximal and provide the opportunity to

increase the quality time spent together. Mother's employment has brought many changes in the perception and practice of traditional male female responsibilities within family (Roopnarine & Suppal, 2003). Working women has to find some outside agencies for child care and support. Though many fathers still stick on to the traditional gender roles, there are winds of change and many spouses are practicing co-parenting where both parents support each other in the child rearing activities (Rajadhyaksha & Smitha, 2004). This has in turn brought changes in the role of fathers. The researches on the "expectations on ideal fathers" reflect the same. A study reveals that children expect their father to be more emotionally involved and who love, care, guides them and have to maintain a balance between discipline and liberty (Sriram, 2008). When data was collected from fathers, they rated caretaker role, who look into all the needs of the child as the ideal (Saraff & Shrivastava, 2008). Fathers in practice find it difficult to keep up to various role demands. Still there is a gap between their perception and practice of father role, especially the role of caretaker and playmate (Saraff, 2010). Result of her study reveals that 59% of fathers in her sample perceived themselves as caretakers; only 7% were actually practicing that role. At the same time 51% of fathers were in practice good playmates and friends but only 15% of them believed that this was an ideal father role. Research on fatherhood is still limited in India (Sriram & Navalkar, 2013)

Fatherhood policy and practice in Indian context

The researcher couldn't find any governmental or non-governmental systematic policy or practice to ensure father involvement in India. One positive policy move was the introduction of paternity leave of 15 days for central

government employees, teachers of private schools, and university employees, as part of the revisions of fifth pay commission in 1997. This leave was with a full pay, to be availed at the birth of child (for two children), can be combined with any other leave, and cannot be refused under circumstances (Times of India, September, 2009; The Hindu December, 2004) many multinational and local private companies offer 3-15 days leave with full pay for a new father when the child is born (Majmudar, 2009). This rule is applicable in cases of adoption of child also.

In India paternity leave was introduced by some technological companies to attract talent and to become famous for their human resource practices. Later the government sector also adopted this by offering a maximum of 15 days of leave. The benefactor have to apply for it, six months from the delivery due date. If not availed during the prescribed period it gets lapsed. But still not all the employed fathers in India are provided with these benefits in many private sectors.

Sweden introduced the concept of paternity leave to ensure fathers to get involved in parenting. Only 6% availed the benefit. In the year 1995, Government again introduced one month paternity leave to stay with the new born, supporting the family with a condition that if not availed then the family will miss the subsidies provided by the government for that month. In 2002 Government still added one more month to the leave already existing plan. The result was drastic reduction in divorce and separation in Sweden. Paternity leave provided men with better opportunity to get connected with the newborn as well as the family. In many countries, organizations provide paternal leave for longer duration. Italy (13 weeks with 80% pay), Sweden (8 weeks with 80% pay), Norway (45 weeks with 80% pay),

Canada (35 weeks with 55% pay). In US and Germany there is no paid paternity leave. (The times of India, September, 2009)

Paternity leave in Kerala was introduced in 2009 pay revision with effect from 26-02-2011 vide GO(P)No.85/2011/Fin dated 26-02-2011 granted to males Government servants for 10 day each for two children at the time of delivery of his wife. Paternity leave is granted for a period of 10 days during the confinement of his wife for child birth. That is up to 10 days before or up to 3 months from the date of delivery of the child, subjected to the production of a medical certificate. With a pay admissible under Rule 92 KSR 1. (Earned leave salary and allowances) is allowed to be combined with other kinds of leave (Kerala Service Rule, 2011).

Fathers' day celebration

Fathers' day is celebrated in many counties to honor father and fatherhood. Usually, it is celebrated in the third Sunday of June. It was initially inaugurated by United States in early 20th century to complement mother's day in celebrating fathers. This was originated on June 19 in the year 1910 in Spokana, Washington (United States). The idea was proposed by Sonora Smart Dodd. In United States, in the year 1966 President Lyndon B. Johnson officially announced the 3rd Sunday as father's day after long debating discussions. After 6 years President Richard Nixon signed the day into law as permanent national holiday.

Concept of celebrating father's day is new in India and was due to the impact of western culture mainly United States, perhaps a decade ago and is appreciated by Indians to a large extend, mostly, in metropolitan cities. It is celebrated by

presenting gifts for fathers. Many fatherhood quotes and messages flow through the social networking sites.

SIGNIFICANCE OF STUDY

During the researcher's post graduation internship programmes at a psychiatric hospital and in her clinical service after post Graduation, she could identify a commonality in majority of the adolescent cases that took consultation for treatment. Majority of the cases that came for consultation either had a broken family or a difficult relationship with their father or their father was absent. Initially it was just an intuition, but later each consultation session added evidences to the intuition. And the investigator conducted a simple survey research using the 103 case study files of the institution (from June 2010 to June 2011) and found that there is consistent absent or difficult father-child relationship as a common factor among them (Saliha & Jayan, 2014a). Hence, the researcher took up the topic for research to explore the construct 'father absence' among adolescents, and later moved to father involvement specifically and to explore the association between father involvement, mental health, and the overall development of an offspring till adolescence.

Father's role as traditional breadwinner and economic provider has changed. Women had taken up the work roles. And hence there the roles of men in family need to be defined or redefined. The time that the mother spends earlier with the child decrease significantly when she starts to work outside home. Two involved parent can always add the benefit and also cover the limitation in child rearing practices of each others as parents. Bowlby, in 1982 said that child development and

well being were focusing on the dynamics between mother-child relationships. Fathers are often the untapped resources in parenting (Pruett, 1988). Lamb in 1997, added that fathers have been often assumed to influence only on the periphery of the child's life and have little importance in child development. Cabrera, Tamis-LeManda, Bradley, Hofferth, and Lamb, in 2000 reported that father involvement is a factor associated with child's positive outcomes and have received limited attention in the recent psychological research.

There is an immediate need to nurture men's role in families. Many men and women as well believe that as a parent just provision is the job of father. Many men wants to be involved fathers, but may not know when, where, how, and to what extent. There is a need to understand the role of fathers and to create awareness.

Disintegration of the family system in the contemporary society has brought about a significant degree of alteration in the ecology in which the children are being raised. The extensiveness and rapidity of the changes and their consequences comes into the inquisitiveness of a social scientist. Unfortunately there is less literature on the nature and importance of the father-child relationship. With the increase in the divorce rates for first time marriages, number of unwed mothers and permanent separation rates there it is critical to have an impact based, than a time based measure of father involvement (Amato, 1998; Amato & Gilbreth, 1999). The groundbreaking effort of Lamb and Pleck gave focus to time based assessment of father involvement. There is a need for a more multidimensional and multifaceted approach and to give more attention to the impacts and consequences of father involvement on children's development (Marsiglio, Amato, Day & Lamb, 2000).

Due to the increased divorce, separation, out of wedlock child births, job placements, etc, there is a chance that it can decrease the number of children who are living together with both the biological parent until adulthood. Divorce does not mean disconnection. But usually that happens. After quite lengthy legal procedures the custody usually goes to mother. Father becomes a visitor or guest and children are growing up in homes without their biological father. Mothers act as barriers in child development in such cases for which they find reason like modeling misbehaviors (mother are concerned that their child may imitate the father's behaviors which personally she doesn't appreciate), fear of abuse, to avoid role modeling ill habits, etc. The actual reason may be sometimes the mother's fear of losing the child. They fail to understand the importance of fathering that their child is missing. There is a need to bring in policy change so as to confirm better access to fathers. Joint custody has to be promoted than sole custody. Policies should be more generous to the child and should promote best interest of the child.

There is quite a large body of knowledge on mothering. Child development programmes are generally mother-centric. There is an untested assumption that mothers are more important than fathers. Mothers spend more time with their children and hence are expected to have more impact. Fathers are considered as just mother supporters as parents. Fathers in all aspects of child development are studied in comparison to mothers and results and findings end up describing fathering as a deficiency model to mothering. It implies that the study compares, how the fathers influence or take role when compared to mothers in different aspects of child rearing, and not acknowledge that both parents have different roles to play.

Most of the research in child development involves mothers may be because they are easily available and accessible for research purpose. Mothers themselves believe that their role in parenting is very important. Fathers are usually regarded as busy and are so much involved in the outside world and are less accessible for the process of research.

There is a need to conceptualize father involvement as a construct that can stand by itself as self exploratory and explanatory. The quality and impact has to be given importance than the quantities of time spend or material provision alone. There is a need to describe the construct 'father involvement', cross analyze the perceived father involvement, mental health of adolescents and to explore the influence of fathers on the overall development of the offspring till adolescence letting the adolescents talk about their issue.

Adolescence is one of the most vulnerable and risky period. At the same time transition has to happen from dependency to independence and they undergo identity crisis. Hence, adolescence is the most critical period where father involvement and detachment has to go hand in hand. During the adolescence, critical interventions can benefit the developmental processes and has to be investigated in greater depths. Any habit that is formed during adolescents will have a long term impact.

In conclusion, father as a significant parent, he can intervene in the adolescent issues and contribute in their growth and development. Many research evidences suggest that, fathers' have a key role in the development of the offspring. Being an involved father may contribute to the mental health and overall development of an individual. Father involvement may prevent psychopathology.

(Saliha & Jayan, 2014a). But the question is, how, when, where to get involved and to what extent.

RESEARCH AIM/ STATEMENT OF THE PROBLEM

The aim of the study is to explore the construct 'Father Involvement', to identify the domains within, to compare and contrast the difference between the age and gender on the construct father involvement, to case analyze the adolescent's individual characteristics, his/her father as a 'person', family characteristics, father-adolescent relationship, fathering characteristics, and to explore how father involvement relates to development and mental health of adolescents.

The current study is titled as "FATHER INVOLVEMENT AND ADOLESCENT'S MENTAL HEALTH: AN EXPLORATION".

WORKING DEFINITION

Father involvement: Father Involvement is the ways through which the male parent of any individual, play an active roles in taking care of the offspring from basic to the overall development. Father involvement in the present study makes use of the perceptions of the adolescents on how their father is involved in their life, the quality interactions, concerns and the processes within. Their interpretations determine their experience and hence the adolescent's perception matters.

Adolescents: Adolescence in the current study includes individuals from 13-18 years of age. Early adolescence includes 13-15 years and late adolescence, 16-18 years. Adolescents is the transitional period from childhood to adulthood, where the individual has to make many adjustments and have to adapt successfully in all the

aspects of development like physical, emotional, cognitive, social, moral and spiritual.

Mental health: Mental health is usually defined as absence of disorder. Here the researcher attempts to study mental health as a positive construct. Mental health as a positive concept is less explored. World Health Organization (2014) defines mental health *“as a state of well being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”*. In the current study mental health is the description what the participant explains as his or her positive psychological states. Development is a dynamic process. It can get influenced by nature as well as nurture. The overall development of an individual includes many factors like emotional, cognitive, language, social, academic, moral and development of self. The positive influence of father on the mental health of adolescents and its role in the prevention of dysfunctional behaviors is the focus of the study.

Exploration: It is the process or activity of investigating, examining, or searching to find about something that is less familiar. It is a systematic and careful search for understanding better about something. Social science research usually makes use of qualitative as well as quantitative techniques to explore a phenomenon. In the current study, the investigator makes use of the qualitative methodology, interpretive phenomenological analysis for her explorations on father involvement.

RESEARCH OBJECTIVES

1. To explore the phenomenon ‘father involvement’ among adolescents.
2. To describe the subthemes of the construct ‘father involvement’ among adolescents.
3. To compare and contrast the themes of the construct father involvement based on age among adolescence.
4. To compare and contrast the themes of the construct father involvement based on gender among adolescence.
5. To explore individual characteristics of the adolescent participant, father as a ‘person’, family characteristics, father–adolescent relationship, and fathering characteristics through case study.
6. To explore how fathers involvement relates to the development and mental health of the adolescent.

RESEARCH QUESTION

The “key research question” has been developed and formulated by deducing from the research aim and objectives of the current study. The relevant sub questions were also deduces from the key research questions and was addressed in the course of study:

Table 1.1: Key research question.

How can father involvement be defined, what are the domains within, how do this construct vary with age and gender within adolescence, to explore how father involvement relates to development and mental health of adolescents.

Table 1.2: Overview of Research Aim, Research Objectives and Research Questions

RESEARCH AIM	RESEARCH OBJECTIVES	RESEARCH QUESTION
<p>To explore the construct ‘father involvement and understand its influence on the mental health and the need for father involvement in the overall development of an offspring till adolescence.</p>	<p>1.1 To explore the construct ‘father involvement’ using interpretive phenomenological analysis.</p>	<p>1.1.1.To explore the phenomenon of ‘father involvement’</p>
		<p>1.1.2. To describe father involvement as domains.</p>
		<p>1.1.3. To explore variation in father involvement on each domain based on gender among adolescence.</p>
		<p>1.1.4. To explore variation in father involvement on each domain with progression of age within adolescent years (early adolescent versus late adolescents)</p>
	<p>2.1. To create an in-depth understanding of father involvement, mental health, and the need for father involvement on the overall development of an offspring among adolescence using case study method.</p>	<p>2.1.1. To case analyze the adolescent’s individual characteristics, his/her father as a ‘person’, family characteristics, father–adolescent relationship, and fathering characteristics.</p>
		<p>2.1.2. To explore how father involvement relates to development and mental health of adolescents.</p>

THESIS OVERVIEW

Chapter 1 begins with an introduction to the topic; it provides a broader to specific view of the concept ‘father involvement’. The chapter includes research aim, research objective and research question. Further, the chapter visualizes and describes the underlying research process step by step.

Chapter 2 covers the relevant review of literature in the main and related areas of the proposed research. Review of literature helped the researcher to identify the relevant areas to be studied.

Chapter 3 deals with the topics like the research philosophy, epistemology, ontology, axiology, time horizon, methodology and the processes underlying the research. The author’s epistemological position is interpretivism and the construction of methodology is emphasized here. The methodological implications, the final decision for qualitative research decision is explained. It also covers the technical details, procedure and administration, ethical considerations in the current research. The chapter also explains the steps in the analytical processes.

Chapter 4 covers the analytical result and discussion of the qualitative data collected in the research process. Results of each phase, the interpretive phenomenological analysis methodology using self report and the case study are explained separately as sections since there are quite a lot of differences in the outcome. The chapter gets concluded by compiling the discussion, interpretations from both the phases. It goes in line with the previously defined research aim, research objectives and research questions.

Chapter 5 concludes and summarizes the thesis with the major findings or impressions and satisfying the research aim, addressing the research question and

explaining the contributions of the findings to the theory and practice and their implication for further research and policy making. The chapter gets concluded by taking into account the potential limitations of the research.

An extensive reference list and an exhaustive appendix is attached to the thesis so as to allow the readers to get more detailed and better understanding as well as to refer and clarify if more information is required.

RESEARCH PROCESS

The figure below visualizes the underlying research process in the current study. The first two sections are covered in the previous sections and the rest will be described in detail in the coming chapters.

Table 1.3: Underlying Research Process of Present Study

Research aim (chapter 1)
Research objectives (chapter 1)
Research questions (chapter 1)
Conceptual framework/working definition (chapter 1)
Literature review (chapter 2)
Research philosophy (chapter 3)
Research design – Multi method qualitative design (chapter 3)
Data collection- (chapter 3). Phase 1-Interpretive phenomenological analysis using self report Phase 2-Interpretive phenomenological analysis using semi-structured interview and observation (participant and mother as informant).
Data analysis (chapter 3.) Phase 1-Interpretive phenomenological analysis - Duquesne method (chapter 3) Phase 2- Interpretive phenomenological analysis – Case study method (chapter 3)
Discussion and Analysis (chapter 4)
Findings (Chapter 5)
Conclusion (chapter 5)
Summary of the research (chapter 5)

SUMMARY OF THE CHAPTER

The chapter introduces the topic, and presents a general idea of the concept father involvement. It starts with the explaining male care in animals, male care in mammals, development of father role in human society, father involvement in psychological research, father involvement, mental health, mental health and adolescents, fathering in India, fatherhood policy and practice in Indian context and fathers day. It takes a pattern by explaining the concept from a broader perspective to more specific. The researcher also makes an attempt to explain the research aim, research objectives, research question, and finally gives an overview of the thesis and research process describing each chapter.

Reviewing of literature help the investigator to get equipped with a thorough understanding of what is already known in the topic of research, what is existing and how did the knowledge got created (methodology) and what are the key issues. It helps to create more insights in to the topic on the problem, method, significance, designing of the study. Critical reviewing avoids duplication of the study and helps to identify the knowledge gap and what is the need of the hour to be investigated.

This chapter deals with the review of the literature on fatherhood and those related to the concept father involvement. The chapter initially introduces the phenomenon by explaining the theoretical framework that the investigator felt will describe the context of the current exploration. Though fatherhood and fathering has been practiced long before itself, fathering research has a short history. In 1975, Michael Lamb, one of the pioneer in fatherhood research stated that fathers are less studied in parenting arena. But later, there were many researches, programmes, policies and initiatives that focused on fathering. In this chapter the investigator begins with four theoretical frameworks that provide a context for the research on the concept father involvement. Later, she explains in details, some limited, selected studies that are related to father involvement and that added to the understanding of the concept.

The concept father involvement is studied through different approaches. They are comparative, deficit, generative, addictive and mixed. In comparative model, the father involvement is explained and analyzed in relations to the standards set with mother involvement. In the deficit model, the father involvement is analyzed as the absent, negative, indifferent, or incompetent parent. Generative

fathering studies focus on more of a positive approach to the study of father involvement which explores the willingness and ability of the father to get involved in bringing up the child. Addictive approach explains fathering as an additional or as a support or helper to the mothering. In mixed approach studies, many of the approaches are used together.

From the extensive reviewing of the related literature on fathering, the researcher came to some insights. Research on fatherhood mostly conducted in the western countries and the need for the study mostly arose when the social issues like juvenile delinquency, teen pregnancy, drug abuse, deterioration of academic performances, suicide, early sexual activity, criminality, psychiatric problems like emotional distress, confused identities, relationship issues, homeless, runaway, dropout in adolescents were under research focus. Studies on the incarcerated and other children under legal issues were explored; the major contributing variable was the broken homes due to divorce, conflict, separation. And the common factor in most of the families was 'father absence'. It doesn't mean always and not even most of the time, but there are many supporting studies and statistical evidences that suggest that there are negative impacts for father absence. Just because the child is living with the father does not exempt the child from this effect. There are fathers who are physically proximal and not psychologically involved. The investigator in the present study is focusing on the construct father involvement and not father absence. Hence the researcher does not include those studies in the current review.

The current review focuses on the researches done on defining and measuring the construct, its dynamics and processes within father involvement,

adolescent's perceptions on father involvement, its impacts on offspring's developmental outcomes, adolescent's mental health and the father involvement explained in relation to mother involvement.

THEORETICAL FRAMEWORK

Connecting father involvement and mental health

Four theoretical frame works that connects the father involvement and mental health are being explained in the following paragraphs. They are, Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979), Schor and Menaghan's model of the social context of child health (Schor & Menaghan, 1995), Wadsworth's model of the accumulation of risk to health from family sources (Wadsworth, 1999), and Hertzman's social aggregation model (Hertzman & Siddiqi, 2000).

a) Bronfenbrenners Ecological System Theory.

Bronfenbrenner's ecological model describes five types of nested systems (microsystem, mesosystem, exosystem, macrosystem and chronosystem) in which the child and the family is rooted within. There they interact, influence and get influences by each other. Microsystem is the primary context for development, which consists of the personal support network (close relationships of the individual). Mesosystem consist of two or more microsystem and the interactions within. Exosystem includes organizations, institutions and policies. Macrosystem is made up of the general social and cultural contexts in which the individual, his or her personal social network interacts. It includes the national wealth, industrialization, urbanization, globalization, employment, opportunity, history,

geography, fortune, income etc. Chronosystem includes the temporal dimensions of human experience across changing conditions, across life span and across historical epoch. Later the theorist included chronosystem in to macrosystem.

According to this perspective, an adolescent's mental health can get influenced by multiple systems which contain the parents (father and mother). The father is a part of the child's microsystem and the father himself is part of the macrosystem. By the quality and quantity of his interaction with the adolescent and with the other family members, he can have a significant role in adolescent development. Sociocultural, historical, geographical, epical views on fatherhood can also influence the fathering characteristics and it in turn play a part in the adolescent mental health.

b) Schor and Menaghan's Model of the Social Context of Child Health

Schor and Menaghan's Model of the Social Context of Child Health, positions family functioning and family environment as the major determinants of child's developmental characteristics and developmental outcomes. The other contributing domains that can influence the child development indirectly by influencing the family environment and functioning are family life-cycle (transitions, developmental stages, disruptions), families, society or community, extended family, social network, social policy, community values and norms, biological and psychological status of the family, family demographics, family structure variables etc.

Father involvement can influence many of the factors in the model that influence the child development. Positively involved father can benefit the family

and by the way the child and a negative influence of the father can damage the whole picture.

c) Wadsworth's Model of Accumulated Health Risks from Family Sources.

According to this model, the influence of family function and family circumstances on individual health can persist throughout the life course, from childhood on. He mentioned parental influence specifically, which include, neglectful parenting, interest in child and their education, parents self esteem etc. The most important component of the model is that there is an increased chance that the adversity which a child experience in their birth family replicates in the own family later. Father can have a very significant role in determining the family functioning and family circumstances which can in turn have a significant impact on the mental health of the individual according to this model.

d) Hertzman's social aggregation model

The social aggression model put forth by Hertzman is built upon the Bronfenbrenner's ecological model and it explains the psychosocial and socioeconomic factors which can determine the health of the society. It occurs in three levels. The macro-the broadest level, includes the aggregation of national factors like national wealth, degree of industrialization, globalization, urbanization, income distribution, unemployment, opportunity and structure created by history, geography, fortune etc., meso-the intermediate, which buffer or stress the daily existence, includes social organization, quality of civil society, social trust, institutional responsiveness, social cohesion, co-ordination, cooperation, which can benefit mutually, and micro-the intimate realm includes, family and social support network. All these three social aggregation levels are intersected by time as the

individual's life course. The outcome is the lifelong interplay between the behavioral, cognitive, and emotional responses and coping skills of the dynamic, developing individual on one hand and the socioeconomic and psychological conditions as they occur at the intimate, civic and state level on the other (Hertzman & Siddiqi, 2000).

The argument is that the father's involvement can have an influence on all the three levels of society.

At the macro level, fatherlessness, for example is a trend in some culture and societies, which might have been a creation of history. And Snarey in 1993, have observed that the tendency for absence of father repeats in the generations. The father presence can enhance the financial status of the family and household income and can contribute to the income inequalities which can get reflected in the national wealth and distribution of the income. The micro level constitutes the personal network and family which have a greater chance to get affected by the father's involvement. A large body of research supports this (Allen & Daly, 2002; Horn & Sylvester, 2002; Lamb, 2004).

According to this model, the macro, meso and microsystem of the society together with the time factor has a role in determining the mental health of an individual. The familial interactions with the father and the larger environment, and their outcomes, are reinforced, repeated and realized over the life course as the child grows into adulthood and eventually become a parent him/herself. Thus father involvement can be assumed as an important factor that can have direct and indirect influence on the mental health through the hypothetical connections between, father's involvement and health status.

FATHER INVOLVEMENT AND RELATED STUDIES

The reviews that the researcher felt will add to the understanding of the present research and will give a background basic knowledge about the construct, definition, measurement, process, and its relation to offspring development, adolescent mental health and mother involvement are discussed in detail in the following paragraphs.

Father involvement: Definition and measurement.

One of the remarkable and earliest conceptualization on father involvement was the model explained by Lamb, Pleck, Charnov, and Levine (1987). They defined father involvement under three domains. One is the engagement or the interaction which implies the one to one direct interaction with child like time spends playing with the child, feeding. Secondly, accessibility which implies the time at which the father is available for the interaction with the child (direct interaction is not a necessity) the physical or psychological availability, thirdly, the responsibility, which focus on the concern in ensuring the welfare of the child like being responsible for providing the basic needs, child care arrangements, healthcare, etc. This conceptualization was criticized by Palkovitz stating that, it was not taking religiosity, ethnicity, and socio-economics, into consideration and was focusing on the observable and countable behaviors and neglected affective and cognitive factors.

Palkovitz in 1997 expanded the construct father involvement to a more multidimensional definition. He identified 15 dimensions to parental involvement. It also highlighted the affective and cognitive components to the construct. The domains are monitoring (looking after schoolwork), teaching (role modeling,

disciplining, encouraging interests and hobbies), knowing who child's friends are, child-related maintenance (cooking, doing laundry, making repairs), planning (birthdays, vacations, saving for the future), shared interests (reading together, developing expertise), care giving (feeding, bathing, caring for a sick child), availability (attending/leading activities, spending time together), supporting emotionality (encouraging the child, developing interests) providing (housing, clothing, food, healthcare), affection (hugging, cuddling, tickling), shared activities (shopping, playing together, working together), thought processes (worrying, planning, praying), protection (monitoring child's safety, providing safe home environment and activities), errands (driving child someplace, picking up needed items), and communication (talking, listening, expressing love).

Later Hawkins, Bradford, Palkovitz and Christiansen (2002), tried to develop a briefer and deeper version of the inventory to explore father involvement. It aimed to understand the behavioral, affective, cognitive and moral dimensions of direct and indirect father involvement. He made use of exploratory principle component analysis and confirmatory factor analysis together and finally identified nine factors and added to the multidimensional modeling of father involvement. Later he developed a global father involvement factor by analysis to test higher order model. The initial need of the studies on 'father involvement' was to define and describe the construct. Studies tried to explain father involvement in unidimensional and multidimensional perspectives.

An investigation was done by Hawkins, Bradford, Palkovitz, Christiansen, Day and Call, in the year 2004 constructed an inventory as a new measure for father involvement. To construct the "Inventory of Father Involvement" (IFI) an

exploration was conducted by mailing survey questionnaire targeting fathers in the year 1998 on the week of father's day, with 100 items, which were sensitive to affective, cognitive, direct and indirect behavioral components of father involvement and received back 739 response sheets within the age group of 22-59. On the 43 indicators of father involvement, the fathers responded on "how good a job" they are doing and the exploratory and confirmatory factor analysis (using structural equation modeling-SAS's procalls procedure) was done to yield the factors. The analysis yielded nine relatively distinct first-order factors, which indicated a single, global second-order factor of father involvement. The final model was confirmed with a 26-item shorter version of the IFI which reflected a multi-dimensional concept of father involvement. The investigators included items that focused on affective, behavioral, cognitive, moral/ethical dimensions. It also allowed to measure direct and indirect measures. The items were worded in such a way that it was applicable to married, unmarried or divorced household structures. The nine factors identified were, developing talents and future concerns, praise and affection, school encouragement, discipline and teaching responsibility, time and talking together, reading and homework support, providing, mother support, and attentiveness.

Another study was conducted by Schoppe-sullivan, McBride, Ringoho, in 2004 with the purpose to evaluate the utility of unidimensional versus multidimensional conceptualizations of father involvement in child-rearing and to provide advice to fathering researchers about the proper use of measures with differing dimensional structures. Data for this investigation were obtained from the 1997 Child Development Supplement (CDS) of the Panel Study of Income Dynamics (PSID), conducted by the Survey Research Center of the Institute for

Social Research at the University of Michigan (Hofferth, 1998). The data provided by the CDS include a large body of rich information on children's family environments and well-being provided by the child's primary caregiver, other (secondary) caregiver and/or father outside of the home, teacher or childcare provider, school or childcare administrator, and the child him/herself (for those aged three years and older). A sample of 1,139 children (569 boys, 570 girls; average age = 6.1 years) who were identified as living with a secondary caregiver who is the child's biological or adoptive father, stepfather, or father-figure. The families of children included in this sample had an average annual income of \$56,173 (SD = \$5,893). In addition, the sample contained only children from the two largest ethnic groups represented in the CDS data—Caucasian (69%) and African-American (31%). These children's fathers completed two questionnaire instruments: the other caregiver-child questionnaire and the other caregiver- household questionnaire. The other caregiver-child questionnaire included items about the target child's well-being and behavior, in addition to items about parental affection and interaction with the target child. The other caregiver-household questionnaire included items about the division of household labor, parenting beliefs, gender-role beliefs, and the parent's mental health. They found sets of items tapping four important facets of paternal involvement: responsibility (three items assessing fathers' reports of which partner had responsibility (self vs. other or shared) for child-related household tasks (e.g., selecting the child's pediatrician and making appointments), affection/communication (reflects the amount of affection fathers expressed to their children and the amount of communication they had with them. Fathers reported on their own affection/communication using four items (e.g., "How often in the past

month have you told the child that you love him/her?”), participation in activities (reflect paternal participation in two categories of specific activities. Fathers reported on how often they had engaged in household-centered and child-centered activities with their children within the last month using 13 items. Six of these items reflected house hold centered activities (e.g., “How often have you done dishes together?”), and seven of these items reflected child-centered activities (e.g., “How often have you worked on homework with him/her?”), and cognitive monitoring (represents paternal monitoring or the extent to which fathers are involved in setting limits and guidelines for their children’s activities. Fathers reported on the extent to which they monitored their children using four items (e.g., “How often do you try to control which children your child(ren) spend(s) time with?”). The results of this investigation support the conceptualization and measurement of paternal involvement as a multidimensional construct characterized by distinct facets of involvement. The results are both consistent with and divergent from those of Hawkins et al. (2002), who concluded that father involvement is a multidimensional construct, and the results found evidence for commonalities among the different domains of involvement they measured as represented by a global involvement factor.

Father involvement: Perception

Fathering as a social construct will always may be influenced by the way an individual and the society perceive. The perception determines the influence that can bring in. Shek in 1995 conducted a study that tries to examine the adolescent’s perception of parenting styles of fathers and mothers among Chinese students. The sample consisted of 2,150 Chinese secondary school students and used the father

treated and mother treated subscales of parent image differential to access the recalled parental treatment styles. The analytic techniques used were reliability and factor analyses and the result proved internal consistency within the scale. It also revealed significant difference in the gender difference in parenting across socioeconomic classes, between paternal and maternal treatment styles. Fathers were perceived as relatively restrictive and show less concern when compared to mothers. The investigators report that there exist differences between paternal and maternal treatment styles in the Chinese context, they suggest that there are signs of gradual change appearing in the differences.

Another study was also conducted by Shek in 1995 among 429 Chinese secondary school students. It was done by measuring the perception of parent's global parenting styles and specific parenting practices. The investigator reported that according to the results, there was significant difference between the reported paternal parenting and maternal parenting characteristics, with fathers perceived as less demanding, less concerned, less responsive, and harsher. There was no significant difference between the perceptions about father's parenting practices among adolescent boys and girls. But adolescent girls tend to perceive mothers as more demanding but less harsh. The investigators claims that, the study support the popular Chinese saying, "strict father, king mother". They do accept that the time has come for a redefinition.

A study was conducted by Saliha and Jayan, recently, in the year 2014b. The aim was to explore, the various perceptions of children on the concept of fatherhood, between the children living with their father and those whose father is dead, to explore the positive and negative perceptions on "the effect of father presence and

father absence” on the child development and to compare between the groups. The sample consisted of 15 college and university students, whose father has died (absence) during their childhood and 15 students living with their biological father, between the age group of 15-25 from Kerala, India. An unstructured interview was conducted on both orphans and non-orphans and the data was collected and the qualitative technique content analysis was done to analyze the data. The data collection focuses on how the individual perceive the concept father or fatherhood. The result showed that adolescence who grew along with their father, during their developmental periods, view less of having a father than the orphans perceive. The benefits of fathering were much less valued by the non-orphans than the orphans. Orphans have an idealized picture of fatherhood and about having a father. The meaning of fatherhood has broadened. A father’s role description is a dynamic concept. Fathers are expected to meet not only financial needs, but emotional and spiritual needs as well.

Father involvement: Process

Another set of studies focus on the father involvement as a process and explores and explains the dynamics within. A study on the process was conducted by Sharon, Risch, Kathleen, Jodl, Jaquelynnes and Eccles in the year 2004, on role of father-adolescent relationship in shaping adolescent’s attitude towards divorce. The study was conducted to examine longitudinally the influence of home, neighborhood, peer relationship and school on the academic, social and emotional development in a diverse sample chosen from the Maryland Adolescent Development in Context study of European American and African American adolescents to explore the longitudinal relations between father-adolescent closeness

and adolescents' attitudes toward divorce. When this study was in progress there were five waves of data available and the first wave was collected from 1991-1992 and the adolescents were in seventh grade with a mean age of 12.78 and the wave four and five was collected when adolescent was in 11th grade and mean age was 16.52 and one year after high school respectively. The participants were from rural, urban, and suburban neighborhoods of Prince George's Country of Maryland. They explored the father-adolescent relationships in 11th grade and their attitude toward divorce at age 19. This period was selected since, it is the time (middle to late adolescents) for beginning more permanent relationships and there occur the transition to adulthood. The hypothesis was that the adolescents who reported having a close relationship with their biological and non custodial fathers (11th grade) would later, report a lower chances of divorce in the future (at age 19). There will not be any significant difference between the pattern of father-adolescent relationship (closeness) and attitude towards divorce in the future for biological fathers and stepfathers over time. One hypothesis was that adolescents who feel close to their fathers should feel less likely to divorce than those who do not feel close to their fathers in spite of the genetic relationship and custodial status. Another hypothesis, suggest that father-adolescent relationship being more important for adolescent boys than for adolescent girls (gender effect). That is, the boys who reported close father-adolescent relationships in the 11th grade would later at age 19 will report a lower likelihood of divorcing in the future. The quality of father-adolescent relationships has been neglected in investigating adolescents' beliefs (especially for nontraditional fathers). The results showed that, closeness of father-adolescent relationships is a predictor of adolescents' attitudes toward divorce. Boys

who felt close to their fathers (biological custodial fathers/biological noncustodial fathers/stepfathers) felt less likely to divorce in the future than boys who did not feel close to their fathers. The same was not true for girls. Feeling close to a father—regardless of father type, is associated with boys’ confidence in the stability of their future marriages.

Eirini Flouri in the year 2006 investigated non-resident fathers’ relationship with their children and determinants of child mental health outcomes. The determinants of the mental health outcomes were measured with the Strengths and Difficulties Questionnaire from their non-resident fathers’ relationships. The data was collected as the child-reported father’s involvement and frequency of contact with them. Data from 520 British secondary school age children were the sample. Since the parents were separated, the frequency of contact inversely related to time elapsed and if the father stays single than partnered, the frequency of contact was higher. Less frequent father contact, but not father involvement was reported by non-White adolescents than Whites. Father involvement was seen to be positively related to mother involvement and relates negatively to inter-parental conflict. Summarizing, the regression models formulated to predict children’s total difficulties or prosocial behavior shows that, there was no improvement in those due to father involvement by non-resident fathers and frequency of contact even after controlling other factors. But frequency of contact showed a negative association with emotional symptoms of the child. The results also showed that, neither the ethnicity of the child, mother’s partner status or gender had any moderation effect on the relationship between child’s mental health outcomes and involvement or frequency of contact from the part of non-resident father.

Saliha and Jayan in the year 2013 explored the role of father in the cognitive development of child development. The aim of the study was to explore whether the children has crossed pre-operational stage and has started acquiring tasks of concrete operational stage early at age six and to examine, the influence of father involvement, on the cognitive development of the child and to compare, the cognitive development of children who live with their involved father and those living away from their father. Participants of the study were the school going 20 students of 6 years of age from Kerala. Purposive Sampling technique was used, in which the children were selected from a single school, studying in the same class so as to control the age, learning experiences and the class room climate that these children have. The Seven Piagetian Conservation Tasks instrument developed by Bakken (1995) based on Piagetian cognitive development is used to measure the level of cognitive development and the details about the relationship, involvement and proximity between the parent and child is collected through an unstructured interview with the child and the teacher. Results revealed that children with highly involved fathers showed a better cognitive ability than children with less involved fathers and hence fathering has a role in the cognitive development of the child. Involvement of father in child development is an indicator of cognitive stimulation at home.

A study conducted by Blickfeldt Stephanie, in 2013 explores the adolescent self-disclosure and father involvement transactions across early to mid adolescence. The study focuses on the influence of father involvement on teens' self disclosure patterns and how does the self-disclosure behavior of adolescents influence the continuation of father involvement behavior. It investigates the interrelation and

transaction process of self disclosure and father involvement as adolescents mature. The hypothesis was that both fathers and adolescents contribute to the process. From early to mid-adolescence, the transactional relationship between adolescent self-disclosure and father involvement is explored. The data was collected from the Flourishing Families Project (FFP), an ongoing longitudinal comprehensive study of inner-family life. The criterion for selection was the family that had one adolescent between the ages of 10-14. In-home interviews consisted of families (both parents and the adolescent). Sub-sample of 465 adolescents (232 males, 233 females) was selected from two-parent family structures from the Pacific Northwest and Intermountain regions (urban community). Measures were taken from mothers' reports of father involvement behaviors and maternal involvement behaviors, and adolescents' own level of self-disclosure to their fathers at ages 11, 13, and 15. For the analysis the structural equation modeling was used, three-wave transactional cross-lagged model autoregressive pathways. The longitudinal cross-lagged model revealed that there exist a unidirectional relationship from the involvement of father to the self disclosure by the child in early as well as mid-adolescence and there also exist a transactional relationship from self disclosure of adolescent to father involvement in early adolescence. A unidirectional and transactional relationship which was significant only for boys was revealed in a multiple group analysis. Result supports the claim that behavior of fathers has an influence on the teens. This study was an attempt to demonstrate the influence that the father involvement can have on the self disclosure of adolescent's overtime and notably the influence of father's behaviors at specific times due to the adolescent's disclosures. The willingness to directly disclose in the future seems to have been positively

influenced by the father's behaviors. This was significantly true for fathers' involvement behaviors towards boys and vice versa. The influence of presence of mother was different for boys and girls. The data revealed that though the fathers didn't treat their children differently based on gender, the responds of children seem to differ in the self disclosure based on gender.

Father involvement: Adolescent's development

Fathers and the adolescent development was explored by Eirini Flouri in the year 2006 on parental interest in children's education, children's self-esteem and locus of control, and later educational attainment. The study was conducted to understand the link between the child's educational attainment and mother's and father's interest in child's education (via their impact on child's self-esteem and locus of control. After controlling the confounds, the authors investigated the long term effects of mother's and father's interest in child's education at age 10 (together with child's locus of control and self-esteem at age 10) and educational attainment at age 26. It also explores whether there is any link between the mother's and father's interest in child's education and the child's educational attainment (via their effect in child's locus of control and self-esteem. The longitudinal data from the 1970 British Cohort Study, initially took 1737 men and 2033 women with age 10 with report of father's interest, mother's interest, self-esteem, locus of control and educational attainment at age 26 were available were sorted and then finally 1326 men and 1578 women were included. The factors like birth to age 10 factors, birth weight, socio-economic disadvantage, parental social class, cognitive ability emotional/behavioral problems, and mother's educational attainment were kept as controls. Result showed that, in both men and women, the internal locus of control and mother's interest, but

not self-esteem were significantly related to educational attainment. In case of women's educational attainment, father's interest was a significant predictor. Parent's interest was not linked to educational attainment via its impact on child's self-esteem or locus of control. Self-esteem predicted educational attainment in both genders by increasing internal locus of control, and fathers' interest predicted educational attainment in men by increasing mother's involvement.

Health, Jeffrey, Cookston and Finley, in the year 2006 studied father involvement and adolescent adjustment longitudinally. The study focused on proving the hypothesis those mothers and fathers in two parent families' make unique, additive contributions to the delinquency, depressive symptoms, and alcohol use behaviors of their children. They made use of 2387 data from the national longitudinal study of adolescent health. Data from wave 1 (September 1994-december 1995) and wave 2 (April to august 1996) of national longitudinal study of adolescent health namely, Add health (nationally representative longitudinal study of adolescents health and behaviors and beliefs with an emphasis on social context). Families with two parents (biological mother and a biological father or step father) who resided with the child were selected. Adolescents were interviewed at home and school and one parent typically the mother was interviewed at wave 1. Around 75% retained from wave 1 to 2. The independent variable studied were the latent factors for behaviors (found from Wave 1 adolescents in home survey from adolescent's shared activities, discussion of personal issues, parent child closeness). The dependent variables were wave 2 adolescent adjustment; measured indices were used to estimate the wave 1 and 2 latent dependent factors. Three separate psychosocial and behavioral aspects of adolescent

adjustments were used as dependent variables (delinquency, depressive symptoms, alcohol use) and there were four control variables (child age, child sex, step father status, parent education). Both cross-sectional and longitudinal structural equation models were made use of to explain the variance in problematic outcomes. Before controlling baseline score, the cross-sectional and longitudinal scores supported the conclusion that mother and father involvement explained unique variance in children's adjustments. For delinquency and alcohol behavior, the associations were attenuated considerably when Wave 1 behaviors were held constant. For depressive symptoms only father involvement was a particularly significant predictor. Statistical association-addictive association offers evidence that suggest that father involvement provides a unique contribution to their children's adjustment in addition to what can be explained in mother involvement and other social context variables. Typical statistical association was evident between father behavior and children's adjustment over time. Contextual suppression, the predictive power of father involvement is explained by material and social context characteristics were also analyzed. Mother involvement had a greater influence on adolescent adjustments, but the additive contribution of father involvement was not trivial, and added unique predictive value even after controlling for age, sex of adolescents and parent education. In longitudinal model the DV calculated from the estimate of the IV, the standardized estimate of mother involvement decreased notably when compared to father involvement to an extent that the magnitude of difference between mother involvement and father involvement was less apart for delinquency and alcohol abuse behavior and reversed for depressive symptoms. Final serial analysis – parent 1 variable to predict DV after level of problem behavior of wave 1

controlled demonstrated a contextual suppression associated. Difference between MI and FI magnitude of estimate attuned to a point of being practically non-significant in prediction of delinquency and alcohol use. Father involvement seemed to be more important in the understanding of depression. Considerable stability of the relation between father involvement and children adjustment was visible even when other factors are controlled.

Father involvement: Mental health

Shek, in the year 1998 studied adolescent positive mental health and psychological symptoms longitudinally. At two time periods, in a sample of 378 Chinese adolescents between the ages 12 to 16 years, the study examines the relationship between positive mental health which includes life satisfaction, self esteem, purpose of life, and sense of hope and the general psychological symptoms. The General Health Questionnaire (Chinese version), the Self-Esteem Scale, the Purpose in Life Scale, the Hopelessness Scale, and the Life Satisfaction Scale were used. Parents filled in a Parent Questionnaire containing instruments on the psychosocial adjustment and parent's perceived family environment. As result shows the longitudinal and prospective analyses revealed that positive mental health and general psychological symptoms predicted each other across time, measures of positive mental health were concurrently related to general psychological symptoms at Time 1 and Time 2 and no noticeable gender differences in the strengths of relation between positive mental health and general psychological symptoms. When compared to life satisfaction and hopelessness, self-esteem and purpose in life exerted a stronger influence on psychological morbidity over time (by multiple regression analysis).

Eirini flouri, Ann Buchnan, in the year 2003, studied the role of father involvement in children's later mental health. The study aims to explore whether, while adjustment for mother involvement, does father involvement protect against both emotional and behavioral problems in adolescents and psychological distress in adult life. To explore impact of father or father figure involvement rather than father absence and is gender and type of father (biological or non-natural) moderating the effect. Data was selected from whole 17000 data of National Child Development Study (NCDS), born between 3-9 march 1958 at England, Scotland and Wales. Data from 6 follow ups (1965 when cohort was aged 7 years, 1969 when cohort was aged 11 years, 1974 when cohort was aged 16 years, 1981 when cohort was aged 23 years, 1991 when cohort was aged 33 years, and 2000 when cohort was aged 42 years). Records of examination attainment at school leaving obtained from schools and education authorities in 1978 when cohort members aged 20. Informant was mother or mother figure for 9 7.9% of sample. Measures used for the study were taken from different cross sections. At age seven, 16 and 33 mental health outcome was measured, in childhood and adult life (age 33) used Rutter 'A' Helath behavior checklist and the Malaise Inventory respectively. At age seven used a shorter version of Rutter 'A' Helath behavior checklist At age seven to measure father involvement and mother involvement 3-point scale (outing with father, father manages the child, father reads to the child, father is interested in child education) was used. Father/mother involvement at age 16 made use of one item, 'father interested in child education and mother interested in child education) and was to be coded by the teacher. General ability at age 11 was measured using an 80 item general ability test designed by National Foundation for Educational research (NFER). Academic

motivation at age 16 was studied using an eight item scale. Education attainment was measured at age 20 using CSE (Certificate of Secondary Education), GCE (General Certificate of Education) for England and Wales and SCE (Scottish Certificate of Education) from Scotland. Father involvement at age seven protected against psychological maladjustment in adolescents from non-intact families, and father involvement at age 16 protected against adult psychological distress in women. There was no evidence suggesting that the impact of father involvement in adolescence on children's later mental health in adult life varies with the level of mother involvement.

Another study conducted by Gordon, Finley, Schwartz, in 2007, on father involvement and long term young adult outcomes and the differential contributions of divorce and gender. Study focused on the adults subjective well being and retrospective reports of desired father involvement. Retrospective study was done to get mature perspective, since children are assumed to have less or no perspective taking skills, or are influenced by parents. Sample was drawn from a larger study of father involvement and nurturance (Finley & Schwartz, 2004). A sample of 1989 young adult university students (69% female with mean age 20.6 years) and represents 84.5% of the total samples collected from intact and divorced families who considered their biological father as the primary father figure in their lives. Sample consisted of diverse, ethnic participants mostly born in U.S. with their fathers born in different countries (from Miami area) was classified as intact female, intact male, divorced male and divorced female. Measures used were a) demographics b) Nurturant fathering scale (Finley & Schwartz, 2004), c) the father involvement scale (Finley & Schwartz, 2004) to measure reported and desired father

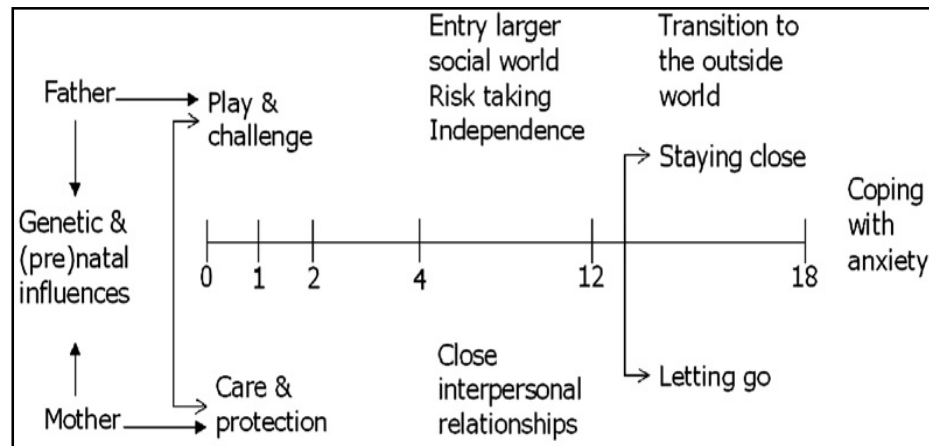
involvement (Expressive involvement which includes care giving, companionship, sharing activities, emotional development, social development, spiritual development, physical development, and leisure. Instrumental involvement which includes discipline, protecting, providing, income, monitoring school and work, developing responsibility, moral development, developing independence, and career development, Overlapping instrumental and expressive involvement which includes intellectual development, development of competence, mentoring, advising involvement) and d) young adult subjective wellbeing scale(Sheldon et al, 2004). Chi-square analysis was among desired fathering category, gender and family form. Father Child relationship predicts adolescent's adjustment above and beyond the corresponding maternal processes. The outcomes are long term. Children of divorced expect and desire more father involvement. Result shows that the outcome types to which father involvement is related is significantly determined by the family state whether it is intact or divorced. Retrospective report of father involvement seemed to be positively related to the subjective well-being among young adults in intact but not in divorced families. Absence of involvement from the father, in the divorced families, was associated with long term desire for father involvement and it was visible from the subtle indexes of divorce related distress. Father involvement is differently connected to the positive and negative outcome for children of intact versus divorced families. In intact families, subjective well being appears to serve as an outcome variable, while in divorced families, emotional longing and missed opportunities were the outcome variable. In divorced families the females significantly desired more for the expressive father involvement than

males. Father visitation arrangements are not sufficient to provide the fathering involvement need that the children may require or desire.

Another study was conducted by Bogels and Phares in the year 2008, to explore and construct a model for father's role in the etiology, prevention and treatment of child anxiety. The study provides a theoretical view for the need for father involvement research in child development. The authors, Meta analyze research under three heads as a) father's role in normal development in children (play, attachment, closeness/involvement/indirect role through their influence on mother. B) role of father in child psychopathology and child anxiety disorders (bottom up and top down studies, cross sectional and longitudinal studies) c) fathers role in the treatment of childhood anxiety (parents role in treatment of childhood anxiety, fathers involvement in the treatment of childhood anxiety). The findings from the research states that the fathers have been neglected in research on etiology, prevention and treatment of child anxiety. Researches on normal development suggest that fathers play an important and different role than mothers in the socialization of children and in the protection against the severe anxiety. Research in the area of developmental psychopathology suggest that if fathers are not involved, are not warm, and do not encourage autonomy of the child, and if the display anxiety themselves, the child can be at risk of anxiety symptoms. Very little is known on the specific role of the father in child anxiety treatment, but based on the evidence about their specific role in the development of child anxiety, their role could be important. The researchers propose a model which explains different roles of fathers and mothers in the offspring's infancy, childhood, and adolescence, that is interaction

with child's temperament determines child's anxiety outcomes. The model is as shown below

Figure: 2.1 The ages on the horizontal line indicate a developmental perspective from babyhood, infancy, childhood, up to adolescence with different roles for both parents at different stages, and should not be taken literally



In the year 2014b, Saliha and Jayan, conducted a study to explore father involvement and child psychopathology using secondary data analysis of a psychiatric hospital. The study focuses on the role of father in children mental health. It explores the topic father involvement and child psychopathology. Data files of child cases (5-18 years of age and excluding pervasive developmental disorders) for a period of one year from a psychiatric hospital were analyzed. 103 case files were studied in detail. The diagnostic criterion used at the centre is ICD-10 classification for mental disorders. The result shows that father characteristics do have a role in child psychopathology. Fathers' absence or non-involvement seems to be the root cause of some of the psychological illnesses. The secondary data were tabulated and the frequency of conduct disorder, emotional disorder, anxiety disorder, scholastic backwardness, attention deficit hyperactivity disorder, somatisation disorder and psychosis were noted with their father characteristics of

each case. The results of this investigation found that, a higher prevalence of conduct disorder and scholastic backwardness among boys and emotional disorder among girls who live in a home with either less involved father, father absent or a father who is alcoholic.

Father involvement: Mother Involvement

Father involvement is always compared and contrasted with the mother involvement. Hoeve, Dubas, Gerris , Van der Laan, and Smeenk, in 2011 made an attempt to understand the maternal and paternal parenting styles and explored the exclusive and pooled links to adolescent and early adult delinquency. The aim of the survey was to describe different forms of family relationships and child-rearing practices of parents in Dutch families with adolescent children. A multistage sampling procedure was used to identify and recruit families with an equal number of boys and girls between the ages of 9 and 16. It examines the longitudinal and cross-sectional associations between mothers' and fathers' parenting styles and male and female delinquency using a sample of 330 Dutch families with a mid or late adolescent son or daughter (ages 14–22), followed across two measurement waves with a 5-year interval. Furthermore, given that the age range of our sample is relatively broad the authors investigated potential age group effects. Investigate concurrent delinquency and delinquency measured five years later, when these mid adolescents (ages 14–17) have become late adolescents (ages 19–22) and late adolescents (ages 18–22) have become early adults (ages 23–27). Finally, given that socioeconomic status has been found to be linked to delinquency control for family income. To generate parenting styles from the data, the investigators conducted cluster analysis on the scores on the following child-rearing behaviors measured

during adolescence at Time 2: autonomy, attachment, punishment, conformity demands, responsiveness, and ignoring as reported by mothers and fathers about their own behaviors and/or by adolescents about each parent. Controlling the family's income because, a low socioeconomic status has been found to be linked to delinquency. Furthermore, in the longitudinal models, they controlled for prior delinquency (i.e., delinquency measured at Time 2). There seem to have a link between delinquency and parenting styles of mothers and fathers. A significant parenting style by sex interaction was visible and the neglectful parenting was associated (a long term relationship) with higher level of delinquency among males and similarly permissive parenting in females. Furthermore, results revealed that levels of delinquency seemed to be low in families with at least one authoritative parent and highest in families with both mother and father as neglectful parents, indicating that the level of delinquency was related on the combination of mother's and father's parenting styles. Summarizing, the present investigation tries to explore whether mothers and fathers parenting styles uniquely relate to offending behaviors of adolescents and early adults, whether the different combinations of parenting styles result in different delinquency outcomes, and does these links differ for males and females. Investigators focus on parenting behavior, using a broad spectrum of child-rearing behaviors and draw on reports of parents and children with the purpose of limiting shared-method variance.

A study conducted by Gonyea and Dulmen, in the year 2010, explores whether fathers make a difference in adolescents' alcohol use. It examined the parent child involvement which included shared communication, shared activity participation and emotional closeness and its relationship with adolescent's three

alcohol outcomes. Which includes alcohol use, alcohol related problems and risky behaviors that co-occurring with alcohol use. Separately for both fathers and mothers eleven items measured parental involvement. Data was collected from the National Longitudinal Study of Adolescent Health (N = 9,148). Both paternal and maternal involvement is studied in understanding the adolescent's alcohol outcomes. Parental involvement items were responded by the adolescent. The paternal and maternal scores were reported separately so as to compare them. Two parental involvement factors, shared communication and shared activity participation, consisted of five items. The shared communication factor included five items. Items asked about whether the adolescent discussed four life events (personal problems, dating or going to a party, school projects, and grades) or had a serious argument about his/her behavior with his/her father and mother during the previous four weeks. The shared activity participation factor included five items. Items integrated five different activities (religious services, sports, shopping, social outings, and school projects) the adolescent participated in with his/her father and mother during the previous four weeks. One-item ("How close do you feel to your biological/residential father/mother?") measured the third component of parental involvement, emotional closeness. Six items measured alcohol use (defined as beer, wine or liquor use), including experimentation (i.e., had a drink of alcohol—not just a sip or taste—more than 2 or 3 times in your life; number of drinks [defined as a glass of wine, a can of beer, a wine cooler, a shot glass of liquor or a mixed drink] usually had on each drinking occasion), unsupervised use (i.e., ever drink alcohol when you are not with your parents or other adults in your family; number of days becoming drunk or very, very high on alcohol), and binge drinking, (i.e., number of

occasions had more than five drinks in a row; drinking alcohol on several days within the past year). Nine items measured problems related to alcohol use. These items measured relationship problems from drinking alcohol (i.e., trouble with parents; problems with school or school work; problems with friends; problems with dating relationship), regretting behavior related to drinking alcohol (i.e., later regretted something done when drinking; regretted sexual situation from when drinking; physical fight from drinking), and physical complaints resulting from alcohol use (i.e., hangover after drinking; sick to the stomach or threw-up). Twelve items measured risky behaviors co-occurring with alcohol use, incorporating questions concerning sexual risky behavior (i.e., first sexual intercourse when drunk or while drinking; most recent sexual intercourse when drunk or while drinking), violent risky behavior (i.e., most recent fight when drunk or while drinking; carrying a weapon while drinking), and other types of risky behavior (i.e., driving when drunk; being drunk at school; been drunk when alone; drank alcohol while using other illicit drugs). Gender, age, ethnicity, family status of adolescent were kept as controls with the assumption that alcohol consumption is more frequent in males and there will be an increase of consumption with increase in age, and may vary with ethnicity and family status. Analytic techniques used were Negative Binomial regressions were conducted to determine if the three proposed components of parental involvement (shared communication, shared activity participation, and emotional closeness) demonstrated independent contributions in predicting differences in the three alcohol components (alcohol use, alcohol related problems and co-occurring risky behavior) above and beyond maternal involvement. Bivariate analysis was done using the statistical software package STATA (Stata

Corporation, 2008) to compute a Likelihood-ratio (LR) test of alpha and determine whether the mean is significantly different from the standard deviation. The findings of the study highlight that fathers and mothers make unique contributions to adolescent drinking behavior. Practically, fathers can be important in protecting adolescents from engaging in delinquent and risky behaviors, such as alcohol use. Limitation of the study is the usage of single item on parent-adolescent emotional closeness. More questions could provide a deeper understanding. And also the study takes in to consideration the adolescent perspective of father and mother involvement. In simultaneous analysis, shared communication and emotional closeness with fathers, but not shared activity participation, the impact on each alcohol outcome was unique, above and beyond maternal involvement factors.

Shek in 2010 did another study in 378 Chinese families on two occasions to understand the linkages between dyadic relationship in the family and family functioning. The dyadic relationship investigated are parent-child relationship qualities as reported by adolescents children using interview and questionnaire which include dimensions of parenting style, parent-adolescent communication, parent-adolescent conflict, and parent adolescent relationship. Another measure was that reported by parents (using questionnaire) measures of parent-child quality and demand. The questionnaire measures of marital quality reported by parents were also collected. Results reveal that the views about family functioning for both parents and children were longitudinally related to dyadic relationships within the family. Father-adolescent relationship and father's report of marital quality, when compared to mother-adolescent relationship and mother's report of marital quality

had been found to have stronger association with perception of family functioning and its dynamics over time.

Saliha and Jayan in the year 2014b in a study examine the choice of adolescence between their parents in the day-today needy moments, whether it is physical, emotional, and cognitive or others. The study was conducted by analyzing the responses of 127 adolescents including both boys and girls, for 15 statements. Each statement was related to the parent-child interactions in daily life. For example, whom do you prefer to play with, with whom do you like to share your intimate experience with, who understands you better etc. The respondents have to mark their choice as either father or mother, not both. The results showed that, according to the sample, the mother is the one who spends more time with them, understands them better, feel better when pampered by, feels more relaxed when in conversation with, give more freedom, more expressive in love, and is more attached to, is their mother. The one who is more responsible, feel the worst when punished by, indulge more time playing and more physically active tasks, motivates to do activities with a competition spirit, motivates to do activities by oneself and the person whom adolescents respect more, is their father. Both father and mother are equal in being the supportive strength of their adolescents.

Researchers have proved that social circumstances, which include social support, psychosocial conditions, socio-economic status, availability of resources and health services etc, have a very significant influence on the mental health and well-being of an individual. In a collectivistic culture, fathers have the major role in the determination of social circumstances and quality environment for the

development of any individual. A child is impacted by these during his various stages of life span development. The investigator tries to summaries the reciprocal causal relationship systems between children's environment, their mental health, family and their macro system.

Knowledge gap.

“There is a need for a more multidimensional and multifaceted approach and to give more attention to the impacts and consequences of father involvement on adolescents development” (Marsiglio, Amato, Day, and Lamb, 2000).

1. There is a need to understand the adolescents' definition of father involvement and how they perceive it. Adolescents have the right to express their feelings, ideas and beliefs regarding issues that are related to their life, this investigation provide the adolescents an opportunity to be heard about the construct that can play a vital role in their life.
2. The concept 'father involvement' discussed in other countries seemed to be not very much congruent with the Indian/Kerala sample. Hence initially there is a need to conceptualize the construct 'father involvement, among adolescents in Indian/Kerala context.
3. The qualitatively formed domains and the exemplars that the adolescent report as 'father involvement' will be specific to the current culture and population and that can give an in-depth understanding of the phenomenon contextually.
4. Adolescence is a period of transition from childhood to adulthood. The gender differences starts to be more prominent with the increase in age. The

investigators curiosity was whether there exist any difference in the perception of 'father involvement based on gender (male/female) and age (early (13-15)/late (16-18)).

5. Father involvement and mental health of adolescent is a less explored area of research in Indian context and the dynamics within the family, father involvement and its relation to adolescents' mental health, overall development till adolescence is the investigators another area of interest. There is a need to explore the explicit and implicit influences that the fathers have on the adolescent development.
6. A triangulated understanding of the construct father involvement from multiple informants also seems to be the need of the hour since the data from a single informant in research may distort the result. There is a need to explore adolescent's perceptions of father involvement and compares their perceptions with that of their significant other in a deeper and broader manner.
7. Most of the studies view father involvement when compared mother involvement and hence the result is mostly fathering explained as a deficiency model to mothering. In the current study, father is studied as a single entity and nowhere there is a comparison between father and mother involvement in the analysis and discussion. The researcher do acknowledge that mothers have a very significant role in adolescents overall development.

CHAPTER SUMMARY

The chapter attempt to contextualize the current investigation in to the already existing literature and knowledge. The investigator brought in four theoretical frameworks that help to understand the father involvement in relation to development and mental health of adolescents. The father involvement reviews are classified in to six categories based on the area of interest or the related concept that is explored together with the construct 'father involvement'. They are definition and measurement, adolescent perception, the process, relation to offspring development, relation to adolescent's mental health and relation to mother involvement. The chapter provides an overall picture of the trends in fatherhood research and creates background knowledge for reading the research report further. After the critical reviewing of the literature, the researcher, point out the knowledge gap that she identified to be explored in the investigation.

The aim of the study is to define the construct ‘father involvement’ among adolescents, to identify its domains; understand whether there exist any difference based on gender and age, to explore father involvement and how it relates to the development and mental health of adolescents. This chapter explains the research philosophy, methodology and the processes followed for the investigation by the investigator. Determination of the underlying research philosophy for the study helped to understand the process better.

Natural story of the research

‘Fatherhood’ was the area of interest of the researcher. Initially, the researchers plan was to conduct a quantitative research on ‘father absence and adolescent’s mental health’ by selecting different related variables from the literature. When the research progressed, investigator felt the need for an in-depth understanding of the construct and to explore the phenomenon contextually. The literature review helped the researcher to create a preliminary understanding of the concept, methodologies used in various researches available and it further resulted in better focus in the topic of research and hence the next plan was a mixed or triangulated model, making use of both quantitative and qualitative techniques. By the time the focus of the research topic moved to ‘father involvement’ from ‘father absence’. Through reviewing of literature on fatherhood, group discussions, self report from children and adolescence, report from mothers and fathers, men and women, expert advice etc, the understanding widened. Any individual met in that course of time, had something to contribute on the topic. Entering the field directly, the investigator identified the target groups, interviewed, debated, assessed and

discussed, and added knowledge about the concept. With the expert guidance and support from the part of the supervisor, in due course of time the investigator could bring out with seminar presentations and publications. As per the requirement of the study, a test to study the construct namely 'Perceived Father Involvement Scale' is constructed and standardized. The investigator did not make use of the test as such in the current study. Still later, the investigator ended up in a multimethod qualitative research which made use of interpretive phenomenological methodology.

RESEARCH PHILOSOPHY

To develop the clear research approach, the researcher made use of the 'research onion' developed by Saunders, Lewis and Thornhill in the year 2008. The philosophical stance of the researcher can be determined from the outer layer. Johnson and Clark (2006) argue that the most important issue about the determination of such a philosophical stance is less to have a philosophically informed research a priori but more about being able to reflect on the different choices and to defend the chosen position in relation to the potential alternatives (Saunders Lewis & Thornhill, 2009). Taking this in to consideration, the researcher selected the philosophy which best explains the current research aim, research objectives and research questions. The researcher didn't root her research fully in to some specific philosophical stance before topic development. She had the freedom to choose between alternatives.

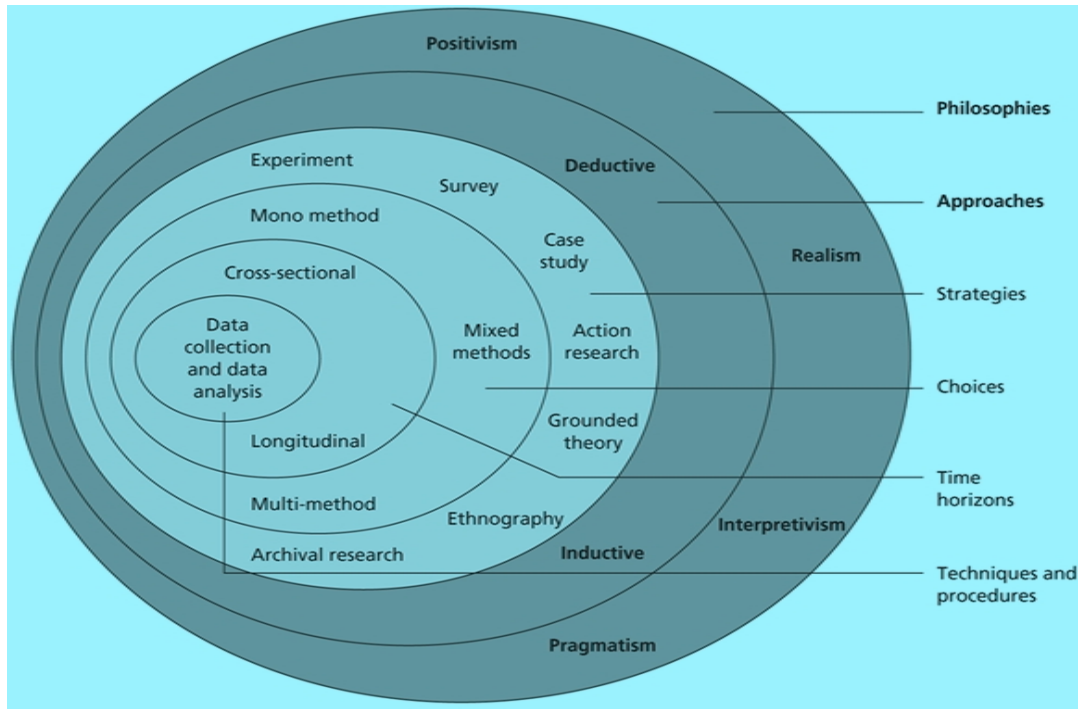


Figure 3.1: Research Onion developed by Saunders, Lewis and Thornhill (2008)

After quite a lot of reflection and personal understanding the investigator rooted her research approach in the philosophical position of interpretivism which is often combined with social constructivism. The author describes the philosophical position in detail defining the ontology, epistemology and axiology of the selected research approach and further explains the method chosen, time horizon selected and the data collection procedures, scoring and analysis.

ONTOLOGY

Easterby-Smith, Thorpe and Jackson in 2008 suggest that ontology is concerned with nature of reality and it deals with the essence of phenomena and the nature of their existence. Ontology originates from Greek words “ontos” (being) and “logos” (theory of knowledge). Ontology focus on “*what is*” and on “*whether*

or not some phenomena, actually exists independently of our knowing and perceiving it” (Gill & Johnson, 2010).

Ontology differentiates between objectivism and subjectivism. Objectivist sees reality as being independent of social actors while subjectivist argues that *“social phenomenon are created from the perceptions and consequent actions of those social actors concerned with their existence.”* (Saunders, Lewis & Thornhill, 2009).

In the current research the subjective views are chosen to meet the research aim and it has its own importance in explaining the research process. The researcher takes in to consideration the subjective matter and focuses on the individuals perceived aspects of the key phenomenon ‘father involvement’. Hence, it recognizes that father involvement is not an objective reality but rather the result of individuals’ subjective interpretation of his or hers own reality. There is no direct access to the real world. Here the construct father involvement is explained as socially constructed, subjective and may change or is dynamic. And there for the ontological views together supports the epistemological position of social constructivist in the current study.

EPISTOMOLOGY

The origin of the term epistemology is from two Greek words “episteme” means knowledge/science and “logos” means “knowledge about knowledge” or the consideration of true or false in research (Gill & Johnson, 2010). There are four key epistemological positions namely positivism, realism, interpretivism and

pragmatism. Epistemology means to certain ways of understanding what it means to know. Both epistemology and ontology develops together.

Interpretivism is *“associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructionism, phenomenology and hermeneutics; approaches that reject the objectivist view that meaning resides within the world independently of consciousness”* (Collins, 2010). Interpretivism makes use of multiple methods and the focus is to explore the meaning to get more understanding about the issue.

There are many assumptions related to interpretivism. The nature of reality is assumed to be multiple, relative and socially constructed, goal of research is to understand (there is weak prediction), and focus of interest is to the specific, unique and deviant. The knowledge generated is relative to the meaning depending on time, context, culture and value bound, and the desired information to be collected is what some people think and do, what kind of problems they are confronted with and how they deal with them. The participant subject relationship is interactive, cooperative and participative (Pizam & Mansfeld, 2009). To summarize, interpretivism studies generate qualitative primary data of a high level of validity (empathetic, trustworthy, and honest in nature), but low level of reliability.

Alternatively, the choice of constructivism ontology leads to the selection of interpretivism epistemology (develop truth based on social interactions), therefore, inductive approach (observations to theory) is going to be used with the application of qualitative methods of data collection and analysis. Subjectivism (also known as constructionism or interpretivism) on the contrary, perceives that social

phenomena are produced from perceptions and subsequent actions of those social actors concerned with their existence.

In the present study, the investigator rooted her research approach in the interpretivist position. Here the father involvement carries a subjective meaning and is a social phenomenon. The focus is on the details of the situation and the reality within those details. The subjective meanings of their experiences are varying and multiple and are the motivators of the action. The investigator looks for the complexity of the responses than focusing for a single result. Since the interpretations are formed from the interactions with others and are influenced by historical and cultural norms, it is socially constructed.

AXIOLOGY

“Axiology is a branch of philosophy that studies judgments about value” (Saunders Lewis & Thornhill, 2009).

The researcher's choice of the topic, philosophical stance, design and methodology and the research focus will always be a reflection of researcher's own values as well. In the current research, the process is value bound, the researcher is part of what is being researched and hence she cannot be detached from the construction and hence her subjectivism will have a role.

The researcher is from Kerala, a state being called as 'Gods own country', from India. India is a country which has a rich cultural heritage, traditional outlook based on a collectivistic social system, which give quite a lot of importance to family and parenting. The cultural background, her family experience (childhood in

a joint family later shifted to nuclear family during adolescents and still later married in to another joint family), her education (Bachelors Degree in Psychology and Masters Degree in Applied psychology), her training and work experience might influence the interpretation of the phenomenon. The investigator acknowledges the subjectivism and tried her best to bring in more objective explanations for the data collected. Considering the value laden effect, the author collected data in such a way that it includes maximum variability to ensure variability in perception and value system and provides a wider understanding in an objective way. However, her decision was to stay within a single cultural system with a purpose to limit the value variation to that specific cultural set within the sampling framework chosen.

RESEARCH METHODOLOGY

RESEARCH APPROACH- Deduction vs. Induction

Research approach is the second layer of research onion proposed by Saunders Lewis and Thornhill (2009). It explains the researcher's critical choice within the research design, of selecting a theory ridden-deductive or data driven inductive approach.

Deduction approach focuses on development of theory, testing theory by hypotheses and will carry a corresponding research design. It has many characteristics like, it is based on scientific principles, use quantitative approach to data collection, move from theory to data, usually tries to explain causal relationship between variables, controls are used for validation, there is operational definitions formed to ensure clarity, is a highly structured approach, there is more of objectivity,

and the sample size has to satisfy the need for generalization of the results (Saunders, Lewis & Thornhill, 2009).

Inductive approach is more like a building theory, there the investigator collects data and theory is developed through data analysis. This approach focus on gaining understanding about the human experiences and events, qualitative data are collected, and it makes a closer understanding to research. Here, researcher is a part of the research process, there is flexibility in the structure, it permits changes of research emphasis based on the progresses in research and there is lesser need to generalize the result. Though there is an 'either/or' research choice it actually do exist together (Saunders, Lewis & Thornhill, 2009). Blaikie in 1993 argued that both inductive and deductive approaches are interlocked. The knowledge development occurs when both the approaches go hand in hand by join up the theory building and empirical testing.

In the current study, the author takes an inductive approach to explore 'father involvement' among adolescents. The social construct 'father involvement' among adolescents is studied using Interpretive Phenomenological analysis of self reports and then the relation of father involvement and adolescent's development and mental health, and the need for father involvement on the overall development of an offspring till adolescence is explored by Interpretive Phenomenological analysis using case study method. Both the methodology follows an inductive approach to understand the phenomenon.

RESEARCH STRATEGY / DESIGN

It is the third layer of the research onion. Research design is the general plan for how to conduct research or how to answer the research question(s). How can certain methodological procedures and strategies can be used. It should follow the research objectives and should describe the methods and sources for data collection. It has to explain the design choice of exploratory or explanatory research.

Current research chose to conduct an exploratory research. It explores the construct 'father involvement, later focus on the father involvement and its relation to development and mental health of adolescents. The explorations were done using the methodology - Interpretive Phenomenological Analysis, which emphasizes an active role for the researcher and research exercise as a dynamic process. Investigator tries to get closer to the participants personal world through interpretive activity and hence the researcher's conceptions may indeed influence the report. Thus the interpretation process occur in two stages, the participant trying to make sense of his/her own experience and the investigator trying to make sense of the participants experience. Hence, interpretive phenomenological analysis is intellectually connected to double hermeneutics and theories of interpretation (Packer & Addison, 1989). There is no hypothesis testing in IPA, and the research questions are framed so as to get broad and open questions to explore in detail.

RESEARCH CHOICE

Methodology refers to a theoretically informed frame work for investigation; and qualitative approach like interpretive phenomenological analysis (IPA) is a

methodology rather than a method. Methodologies are like package holidays, investigator selects a package and not the individual elements of it. IPA is complete with guiding theoretical assumptions and recommendations/prescriptions for specific kind of research question, ideal methods of data collection, and guidelines for data analysis (Clarke, Braun & Heyfield, 2015).

Broadly there are two approaches to answer a research question namely mono-method and multiple methods. Mono-method approach makes use of a single method to answer the research question while multiple methods use more than one method for data collection and analysis (Saunders, Lewis & Thornhill, 2009). In the current study, the investigator makes use of two different variations of a single methodology, interpretive phenomenological analysis. First phase make use of the self report data, and for analysis the 'Duquesne method' that is widely adopted by Colaizzi (1978) and further elaborated by Bullington and Karlsson (1984), Werts (1984), Hycer (1985), Polking Horne (1989) and Moustakes (1994). The IPA using case study method explained by Smith and Osborn in 2015 is used in the second phase. Tashakkori and Teddlie in 1998, suggest that multiple methods are useful if they are providing better opportunity to answer the research question and also allow to evaluate the extend of trustworthiness of the research findings better and inferences can be made from them. In the current study, multi method qualitative design is used.

TIME HORIZON

In the first phase, the data was collected in a single stretch and for the second phase the data collection procedure lasted around one year. Though the case study

took long duration, the variables were not repeatedly measured on the basis of time. Also, the time duration is not a factor in the analytic procedures of the data and it does not influence the discussion and interpretation. Hence in both the phases the time horizon followed is of the cross sectional design.

DATA COLLECTION TECHNIQUES AND PROCEDURES

PHASES OF RESEARCH

The present study follows two phases for research. In the initial phase, the methodology called Interpretive Phenomenological Analysis using self reports, and in the second phase, the Interpretive Phenomenological Analysis using case study method is followed. Both, methodologies and the sample, techniques, data collection, etc are explained in detail in the following sections.

IPA acknowledges a debt to symbolic interactionism with its concern for how meanings are constructed by individuals within both a social and a personal world (Denzin, 1995). IPA has a theoretical commitment to the person as a cognitive, linguistic, affective and physical being and assumes a chain of connection between people's talk and their thinking and emotional state. At the same time, IPA researchers realize this chain of connection is complicated – people struggle to express what they are thinking and feeling, there may be reasons why they do not wish to self-disclose, and the researcher has to interpret people's mental and emotional state from what they say (Smith & Osbern, 2015).

IPA's emphasis on sense-making by both participant and researcher means that it can be described as having cognition as a central analytic concern, and this

suggests an interesting theoretical alliance with the cognitive paradigm that is dominant in contemporary psychology. IPA shares with the cognitive psychology and social cognition approaches in social and clinical psychology, a concern with mental processes (Fiske & Taylor, 1991). However, IPA strongly diverges from mainstream psychology when it comes to deciding the appropriate methodology for such questions. While mainstream psychology is still strongly committed to quantitative and experimental methodology, IPA employs in depth qualitative analysis. Thus, IPA and mainstream psychology converge in being interested in examining how people think about, what is happening to them but diverge in deciding how this thinking can best be studied (Smith & Osbern, 2015).

PHASE 1: INTERPRETIVE PHENOMENOLOGICAL METHODOLOGY

(Duquesne School of empirical phenomenology)

The phenomenological attitude is to retain a wonder and openness in the world while reflexively restraining pre-understands (Finely, 2008). The Duquesne School of empirical phenomenology is followed in the present study. The ultimate research goal is to elucidate the essence of the phenomenon being studied, as it exists in participant's concrete experiences.

Sample

Sample for the present phase is the adolescents between the age group 13-18 years, including both boys and girls from a selected school of Malappuram district, Kerala. The school consisted of 1300 students belonging to high school and 430 students to higher secondary section. All the 1730 students were given instruction on how to be a part of the data collection, and their individual choice to or not to

participate was respected. One thousand one hundred and ten students (511 males and 599 females) turned up and gave the self report. Sampling technique used was dense sampling from a single school. More than 50% of the population at the school turned up and wrote the self reports.

The sampling procedure adopted here is opportunistic sampling, also called convenient sampling. It is a non-probability sampling technique. It made use of sample that is easily available at any time and are willing to take part at the time of the study which suits best to the criteria of investigation and can be met for follow ups if required.

Table 3.1: Sample description based on the age and gender

Age	Gender (N)	
	Male	Female
13	118	128
14	114	118
15	78	103
16	70	98
17	68	78
18	63	74
Total	511	599

Data collection technique:

1. Self report

A self report is a report about one's own behavior or feelings provided especially by one who is the subject of research. It is a method which involves asking a participant

about their feelings, attitudes, beliefs, etc. It allows the participant to describe their own experiences rather than inferring this from observing participants. In the current study, the investigator asked the participants to report whatever that comes to their mind when they hear the term 'father involvement'. It is an open ended question and hence it invites respondents to provide their own answers and provide qualitative data. Although these types of data are difficult to analyze, they can produce more in-depth responses relating to what the participants actually think rather than being restricted by categories. They were also asked to report the participant's gender and age on the right hand top position of the report.

Procedure

Researcher, after getting the consent from (appendix 1) the concerned authority of the school, during the morning assembly session, announced to the students as follows. "I am a PhD research scholar at the department of psychology, University of Calicut. As part of my research work on father involvement, I am here to collect some self reports from you. What you have to do is to write anything and everything that comes to your mind when you hear the word 'father involvement'. There is no right or wrong response. You can write in Malayalam or English or in any language, in which you are comfortable with. Discussion among yourselves on the topic before writing the report is not appreciated and I expect a unique piece of report from each one of you. This is not a compulsory work, and those who are interested only have to participate. I will collect the document when you are done with writing. You don't have to mention your name or identity. But you have to write your age and gender on the upper right hand position of your self-report. Your

identity will not be revealed and your documents will be kept confidential and it will be used for research purpose only. Thank you”. They were not given much direction or examples about what specifically have to be written on the assumption that if more instructions are given the investigators views may influence or channelize the report. All the written protocols (data) were collected personally by the investigator.

Analysis

The Duquesne School of empirical phenomenology is followed in the present study to analyze the responses obtained from the participants. The Duquesne method that is widely adopted by Colaizzi (1978) and further elaborated by Bullington and Karlsson (1984), Werts (1984), Hycer (1985), Polking Horne (1989) and Moustakes (1994). The aim of the process was to explicate the fundamental nature of the phenomenon ‘Father Involvement’ among adolescents as it is perceived and experienced by them.

The general protocol outlined for doing the interpretive phenomenological analysis specifies a number of steps to be followed by phenomenological researches. In the current phase the researcher has incorporated steps as discussed below.

The protocol collected from the concerned school, was read thoroughly to get an overall idea, guided by the questions like what is revealed in the report, whether it is relevant to the present research area and all those questions that arose from the curiosity of researcher were also looked into. The significant statements were extracted and were recorded separately based on the age and gender. Irrelevant statements considering phenomenon of study were discarded. The synopsis was

written in the persons own words or in a close approximation to their words. The generalized narrative that emerged was illustrated by excerpts (verbatim) from individual informants. Then the investigator identified personal meanings and sequences of events present across the individual reports. Before the major data collection of verbal or written protocols describing the experience and perceptions from the adolescents, the investigator and her colleagues wrote about and collectively discussed their own personal experiences and ideas as a means of sensitizing themselves to the topic ‘father involvement’ and to identify the presuppositions regarding the phenomenon.

The next stage was to identify the central themes or meanings implicit to the statements in the self reports. The meanings were integrated and themes that describe the phenomenon were exhaustively found out.

The conceptualization took a long time to develop. Initially the investigator was not aware of any particular pattern in the synopses. Along the process patterns emerged. Researcher moved back and forth between interviews, observations, literature, reflection, the essential meanings identified in the previous stages of inquiry (investigator’s and colleagues personal experiences) and gradually became more alert to the nuances and patterns of the phenomenon. Investigator checked one piece of description against another, one source against another, and finally ended up in new formulations and new angles of the view. The final product of the study was a rich descriptive account of the phenomenon, which was acquired through the whole process. All the significant responses of the participants that explain the phenomenon is identified are tabulated in detail and are appended towards the end of

the thesis (appendix 2). Later, the themes were analyzed qualitatively and there emerged various domains which describe the phenomenon. The goal was to reduce the material. By deleting all the passage that transported no or only little content like ornamentality, repetition etc, and keeping the contents that seems to be relevant to the phenomenon were transported in to short grammatical versions and the paraphrases were made sure to be defined on an abstract level so that the old issues are included in the new ones, and by employing the theoretical assumptions in case of doubt. In short, keeping the paraphrases that are still seen as transporting the central content (selection), summarizing paraphrases with identical issues and statements to one paragraph (bundling), and grouped together the paraphrases about one issue (construction/integration) and finally the researcher emerged with 13 domains from the whole data. The adolescents view the concept ‘father involvement’, as the totality of these 13 domains.

Clustering Based on Domains

The aim of this part of the study was to explore the construct ‘father involvement’. Adolescents described father involvement as they perceive it in their self reports. There were many poetic descriptions, filmy dialogues, anger outburst etc., which describes the construct. The researcher tried her best, to bring in the valuable themes and in some cases, verbatim is used to depict the knowledge so as to preserve the originality and trustworthiness.

Contents that had similar themes were clubbed together in to 13 domains within the whole construct of ‘father involvement’. The 13 subthemes that emerged from the bulk of data are 1) nurturance, 2) protection, 3) provision, 4) acceptance,

5) understanding, 6) guide to the outside world, 7) taking responsibility, 8) discipline, 9) academic assistance, 10) time spent together, 11) provide support, 12) role model, and 13) relationship with mother.

Clustering Based on Age

Based on the age, the self reports were analyzed and the whole 13 domains were again classified as the set of reports from early adolescents (13-15 years) and late adolescents (16-18 years) and the responses that are common to both the age groups. This data was again analyzed and the responses were classified as three sets of responses, which were specifically noted by early adolescents, late adolescents and common for both group.

Clustering Based on Gender

Based on the gender, the self reports were analyzed and the whole 13 domains were again classified as the set of reports from males and females. This data was again analyzed and the responses were classified as three sets of responses, which were specifically noted by male, by females and responses that were common for both groups.

PHASE 2 – INTERPRETIVE PHENOMINOLOGICAL METODOLOGY

(Case Study)

Case study is an exploratory method which makes use of the persons own memories or memories of significant others, and various other records, dairies, photographs etc. It focuses on the in-depth investigation of experience that allows identifying interactions and influences on psychological processes. Its goal is to

study the characteristics of a real life experiences. It explores and describes the nature and processes which occur over time. Case study itself is not a method. It makes use of various methods of data collection. The data collected is analyzed by using different theories like grounded theory, interpretive phenomenological analysis, text interpretation etc. (Hayes, 2000).

Instrumental case studies constitute exemplars of a more general phenomenon. They are selected to provide the researcher with an opportunity to study the phenomenon of interest. The research question identifies a phenomenon and the cases are selected in order to explore how the phenomenon exists within a particular case'. In this design, individual who are experiencing the phenomenon under investigation is all suitable case for analysis (Willig & Carla, 2001).

Sample

The IPA using case study method usually selects a fairly homogeneous sample (a more closely defined group who can better respond to the research question), using purposive sampling. Since father involvement is a more general factor, the sample can be drawn from a population with similar demographics/ socioeconomic, similar education system (Kerala state syllabus), status profile so as to nullify the effect of culture, community, and background. It brings in a theoretical generalizability on 'father involvement' among cases. It is the investigators decision to include a specific participant.

Sample consists of four adolescents (13-18 years of age) including two boys and two girls, with above average in intelligence, school going (Government, Kerala

Board of Education), and living with both male and female parent. All the cases selected are somehow blood-related and with around similar exposure to the environment. They are from middle class, nuclear family type, semi-urban locality, from same cultural, traditional and religious background. This was to control macro system factors to some extent and to understand, compare and contrast the influence of fathers specifically on the adolescents.

Table 3.2: Description of the participants of case study.

Case	A	B	C	D
Gender	Female	Male	Male	Female
Age	16	16	16	16
Grade	11 th	11 th	12 th	11 th
Body mass index	21-normal	33-obese	22-normal	34-obese
Birth order	1st	3rd	1st	2nd
Members in family	4	5	4	5
Mother's education	Post graduation, B.Ed.	Plus two	Graduation, B.Ed.	Plus two
Mothers job	Teacher	House wife	Teacher	House wife
Fathers education	Post graduation	Tenth grade	Graduation	Tenth grade
Fathers job	Manager (school)	Manager (shop)	Clerk	Business

Data collection techniques:

1. Demographic data sheet (appendix 4)
2. Psychological testing (Intelligence testing, MISIC)
3. Observation
4. Semi-structured interview schedule
 - a) Semi-structured interview schedule for adolescent as informant (appendix 5).
 - b) Semi-structured interview schedule for mother of adolescent participant as informant (appendix 6).

1. Demographic data sheet

The demographic data collected from each participant include name, age, gender, religion, residential locality (rural/urban/semi-urban), height, weight, parental education and employment, family type (nuclear/joint), birth order, number of members in the family, and the member details (table 3.2).

2. Psychological testing (MISIC)

Wechsler's Intelligence scale has been adapted as Malin's Intelligence Scale for Indian Children. It provides the verbal IQ score, performance IQ score and full scale IQ score. The administration and scoring is done according to the manual. This was done to understand the intelligence level of each participant.

3. Observation

To observe behavior of a person is to notice various expressions of the respondents during other data collection techniques, watching and listening to the

behavior of other person over time without manipulating and controlling it and recording findings in a ways that allows some degree of analytical interpretation and discussion. The investigator will have the first hand, on-the-scenes contact with the person whom they are studying. Here the observation is a causal byproduct of the investigation. It involves broadly selecting, recording, and encoding behaviors for empirical aims of description and development of analytical impressions. It adds to the methodological stance and also corrects the methodological errors to an extent.

The observation used here is as an additional data collection technique together with the interview and psychological testing. The procedure was less focused on precision but was rooted on discovery. Characteristics of observation conducted in the present phase are:

Undisguised: Participants were aware that they are being observed and hence it is an undisguised observation.

Unstructured/unsystematic : Casual observation under one or more situations, made by the investigator without any explicit and objective inferences, the observer has greater degree of flexibility in deciding what to observe and how to record it, the recorded data is based on the situation and the relevance as the investigator perceive.

Participant: Since data collection took one year duration, the investigator was not a stranger to the family. The family's routine was not disturbed and the data was recorded in the natural setting. Since it took several months, the information collected is broad and meaningful for understanding human behavior.

4. Semi structured interview

Semi structured interview is a method commonly used in social science researches to get in-depth and wide range of information, there is no rigorous set of questions or order to be followed, the interviewer has the freedom to change the order, wording, during the interview. It is more open; allow new ideas to be probed.

a) Semi-structured interview schedule for adolescent as informant

The semi-structured interview with adolescents aims to explore the family, fathering, father involvement and mental health characteristics of adolescent, and how they think that the relationship dynamics between the participant and his/her father influence the adolescent's overall development which includes the development of self, emotion, cognition, moral, language, academic, socialization. The investigator selected relevant themes that the investigator felt as significant and were recorded as probes. The semi-structured interview schedule is attached in the appendix.

b) Semi-structured interview schedule for mother as informant

The semi-structured interview schedule for the mother of the participant explores the participants' characteristics, the characteristics of participant's father, and the general ways in which a father can involve in the development of an offspring till adolescence with special reference to the participant-father relationship.

Procedure

IPA research tries to analyze the participant's perception and to make sense of them and hence there is a need for a more flexible way for data collection. The current phase make use of semi-structured interview which make the investigator-participant dialogues more flexible and can modify the schedule accordingly and can probe into more interesting and important matters.

Sample was identified via purposive sampling, individual as well as parent was informed about the study, confidentiality was assured, and collected the consent form (appendix 3). After getting the consent, semi-structured interview, psychometric testing (Intelligence Testing-MISIC), discussion and observations were conducted with the sample. The paternal home was chosen as the venue for data collection in all cases, because the family cultural system persisted in the region selected for sampling is that, the female gets married to and stays at the in-law home.

The family of the participant was met in person by the investigator and the research aim, objectives and significance was explained to them at their level of understanding. The instruction is as follows, "I am a PhD. Research scholar from Department of Psychology, University of Calicut and I am with my research in the area of fatherhood. The aim of the research is to explore some characteristics of the participant, father, family, and the overall development of the adolescent. The study can bring better understanding about father-adolescent relationship dynamics, processes and after effects. The questions are not a measure of ability, and there is no right or wrong responses. Your response has to be completely based on your

experiences, interpretations, and perceptions. The participant has to respond to some questions and some questions are to be answered by the mother. The complete procedure will take around one year duration and I will be visiting you in variable intervals. If there is any need for clarification, I may return to you. Before every visit, prior permission and appointment from your side will be made sure and based on your availability and comfort, the meeting time and venue will be fixed and your daily routine will not be affected by any means. You can let me know if there is any inconvenience. You will not be directly benefitted from this study but the process can bring changes within. Complete confidentiality about your identity will be assured and the data will be used for research purpose only. You will have all the freedom to discontinue at any time. If you are willing to participate in this procedure, you can sign the consent form and we can start the procedure without much delay”. Four families accepted to be the part of the data collection and finally four participants from four families became the part of the data collection and all of them were very cooperative. In the second session, each participant was taken to the clinic and the psychometric testing MISIC was done by the investigator herself to rule out mental retardation. As the frequency of the visits increased, the rapport grew stronger and it led to a better understanding. They started responding each item with wide range of explanations and examples. Finally, broad, deep, and rich data was obtained that explains father-adolescent relationship and the influences the adolescent directly and indirectly through their mother. After each visit, the investigator jotted down the responses in detail making use of data collected through all the modalities of investigation. Later the data was interpreted and reported one case after the other using Interpretive Phenomenological Analysis using case study

method. For the purpose of validation, the report was discussed with each participant and informant to neutralize the subjectivity from the part of the investigator.

The overall area to be tackled through the interview and the width of data to be covered were planned and the items were set in an appropriate sequence based on the logic and sensitiveness. The interview schedule consisted of general as well as specific items. Specific items were mostly semi-structured in nature and were used as prompts if the required responses are not coming up. Items were verbalized as neutral rather than value laden. Jargons were avoided keeping in mind the perspective and language of the participant and were framed in a way that makes them feel familiar and comfortable. All were open ended items which make them open up their thoughts and feelings. Participant and informant were encouraged to speak.

Major themes were learned by heart by the interviewer. The schedule was just used as a mental prompt rather than frequently referring in to it but finally made sure that all the topic of interest in the study are covered. To make the recording and analysis easier, themes were sometimes probed in a sequential order, but were not followed in a very strict manner.

Before the interview, background information was collected about each case using demographic data sheet. The schedules of the visits were informed to the participants and the informants in advance. Interview process was carried out in such a way that the participant gets enough time to open up for each question. The interview was intense and involved and the respondents were met alone so as to avoid distractions. The location for the interview was mostly the residents of the

participant so as to make them comfortable at the setting they are familiar with and to keep the respondent at ease. To build rapport, interview was started with small talks on some general matters. The interviewer was just a facilitator or guide and the respondent was given the maximum opportunity to speak up but brings them back when they deviate to a great extent from the topic. Informants were asked to explain using examples to get more specific details. To validate the understanding, the investigator at times rephrased what the interviewee described.

Participant was not comfortable with the audio recording; they either turned shy or were very conscious while responding so the researcher dropped the plan to record the process. To make up the limitations of not recording the researcher met the participants for ten sessions in one year period. During the interview process the interviewer is a complete observer and listener and monitors the coverage of all the significant topics. When she gets back in to the office will jot down the maximum information from the whole process without any delay. A margin on both side of the report was left to include analytical comments and other observations that arose during and after the process.

Two semi-structured interview schedules were used in the current phase. One schedule is to be responded by the adolescent and the other by the mother. The schedule responded by the adolescents explore two major constructs, father involvement and mental health of the adolescent. The schedule responded by the mother includes themes that explore the need for father involvement on the adolescent with respect to the development of the participant/case. It throws light in

to the development of self, emotion, cognition, language, academic, social, and moral.

Analysis

IPA case studies are done using limited samples since the case to case analysis of transcripts takes long time. It aims to get a very detailed description of the perception and understandings of a limited sample and give less importance to making more general claims. It's more of an ideographic enquiry (derived from individual cases and are able to make specific statements about individuals), rather than nomothetic study (analysis at group level and population, and make only probabilistic claims about individuals) (Smith & Osborne, 2015)

IPA using case study method assumes the analysts interest in exploring the participants psychological world and to do so through analyzing the respondents talk (story, beliefs, constructs) and consider these as a piece of respondents identity. The meaning, content and complexity are central focus rather than frequency and are respondents inner, mental and social world which are not visibly available is captured through the process of interpretation (Smith, 2003).

After conducting the data collection in a format outlined for the IPA research, the raw data is ready for further analysis. Qualitative analysis is more into a personal process and the interpretation occur from the beginning of the data collection itself and it occurs throughout the process. Then there is a need for in-depth analysis to explore the subtle nuances within the data.

There is no prescriptive methodology to analyze the data. It depends on the investigators choice to get a detailed interpretation taking the context and personal meaning in to considerations which are specific to the experience and perception. IPA is usually analyzed in a step by step process. As Smith, Harre, Van Langenhove in 1995 explains the case transcripts are analyzed one by one. One case is analyzed in detail and then later working on the next case with reference to the first case. It helps in moving from particular to general in more systematic way.

Analysis of first case

In the first stage the process is more like a free textual analysis, the transcripts are read and reread repeatedly so as to familiarize with the data to the maximum possible extend. Each reading provides new insights about the case and the themes to be formed.

During the preliminary analysis the initial notes are transformed in to themes, when the notes with similar meaning arise again, the themes are repeated. The themes emerged from the data are noted at the right side of the margin. In the initial phase no response is omitted or selected. The number of themes emerged within a transcript determines the richness of the data.

Based on the meanings, the data are grouped, summarized and paraphrased when required; ornamentalities and part of data that was not carrying any information relevant to the research topic were deleted in the preliminary analysis. Some associations or connections, similarities, differences, amplifications, echoes,

and contradictions were noted. The interesting verbatim were recorded separately and the significant interpretations and were marked in the margin.

Continuing with the analysis of the next cases

In the present phase there are only four cases, hence the researcher analyzed each case separately and then looked for convergence and divergence within the theme with reference to the already analyzed cases. Themes and subthemes were identified. The reduction of the rich data, without losing the significant meanings was a very challenging process. The range of description of the phenomenon was given importance in selection than the prevalence in the data.

The themes that emerged are enlisted in another sheet of paper based on the chronological order of presentation in the transcript. Later the list is rearranged on the analytical or theoretical base. The investigator tries to make sense of the themes and are again clustered and clubbed together. The investigator move back and forth from between the themes and what the participant actually said to make sure that the interpretive work and the original data are in the same semantic direction. This was done for each case and finally to explore the phenomenon the clustering was done for all the cases together.

Clustering of themes

The themes that arose as commonly from all the cases were grouped together and those specific to individual cases were retained as such. Individual cases discussed in detail on the topic of concern in the current study, 'father involvement' and later a common discussion for all the cases is worked out.

Ethical Issues during Research

In the research process, there are many situations where the ethical concerns arise even from the topic of research, to design, process, procedure, getting access to participants, data collection, analysis, interpretation, etc. Ethics becomes a critical factor throughout the research process. The Saunders, Lewis, and Thornhill, 2009 major areas of ethical concerns are the privacy and confidentiality of the sample as well as the data, potential reactions of participants (stress, discomfort), investigators behavior and objectivity. The present study tried the best to stick on to the ethical values and behaviors, the participants were not forced to be a part of the research, they had all the freedom to discontinue if not comfortable, the participation was completely on voluntary basis after signing the consent form (appended). The data collection was done based on the comfort, and at the place, time, date fixed at the choice of the participant, mostly done at their own home, and their daily life was not affected. Complete confidentiality was maintained, during the data storage, analysis and reporting, the identity was not revealed anywhere, not the name of the participant, name of the school. The inclusion of demographic data was reduced to abstract level to avoid identification by any chance. In the thesis, they are represented as consecutive alphabets.

During interpretation, there are chances that the investigators cognition can affect the findings to a greater extend, to reduce the effect; in the case study method, the investigator briefed the report to the informant after the sessions so as to rule out the effects of misinterpretations and bias.

CHAPTER SUMMARY

This chapter explains in detail the research philosophy, methodology and processes within. The investigator made use of the research onion proposed by Saunders, Lewis, and Thornhill, 2008 to give a structure to the chapter. In the outer layer the investigator positioned her research in the interpretive paradigm, inductive approach, multiple method and made use of two qualitative methodologies, interpretive phenomenological analysis using the self report and case study with in a cross-sectional data collection time horizon. Techniques like self reports, semi-structured interview, and observation were used. All the processes and procedures followed and the ethical concerns taken care of are discussed.

Michael Lamb in 1999, described father involvement as a multidimensional construct which includes affective, cognitive and ethical components, as well as observable behavioral components, and also includes indirect forms of involvement. Hawkins and Palkovitz in 1999 said that fathering scholars have to recognize the need for richer and broader measures of the construct of father involvement. And this phase of study is an attempt for the initial advancement in the better understanding of the construct father involvement in a different context. The long term impact of father on the adolescent's life is more of a function of adolescent's perception about the relationship and the processes within. The assumption is that the adolescent get affected heavily on their current and future functioning due to their retrospective perceptions about their parents as well as their parenting behavior. Father involvement is a concept that gets differentiated to a great extends by the perception. If the adolescent perceive that their father is highly or less involved, that perception itself may have a lot to contribute to their later behavior.

The analyzed data from the two phases of the present investigation is discussed in the current chapter. From the first phase, the phenomenon 'father involvement' is described as thirteen domains, and is then compared and contrasted based on age and gender on each domain. The data from the second phase helps to describe each case in detail which gives a picture of the individual participant characteristics, father as a 'person', family characteristics, father-adolescent relationship, fathering characteristics, and later is analyzed to explore the development and mental health of adolescent in relation to father involvement.

There are different domains of adolescent's life that the father can get involved in to and how the adolescent perceive about the level and extent of involvement is rather

important than the quantity of time spend together. The judgment about the father-adolescent relationship is the major interest of the present study.

PHASE 1: INTERPRETIVE PHENOMINOLOGICAL ANALYSIS (Self report)

Using the Duquesne school of empirical phenomenology (Interpretive Phenomenological Analysis), the self reports collected from the sample of first phase of the investigation was analyzed to construct a phenomenal view of 'father involvement' from the adolescent's perceptions. After sensitizing the concept of father involvement through discussions and debates with colleagues and experts, the investigator started the analysis of the self reports. All the repots were read carefully one after the other and were coded. A rich descriptive data was the result and was then read and reread to eliminate the responses that were not necessary or had only ornamental descriptive function while considering the topic 'father involvement'. Further reading helped to cluster together the codes based on their psychological similarity. All the clusters were later named by the investigator making use of the terms that she felt will describe the themes well. The responses had contents that expressed many characteristics like nurturance, protection, provision, acceptance, understanding, guide to the outside world, taking responsibility, discipline, academic assistance, time spend together, provide support, role model and have good relationship with mother. The significant statements were extracted and were recorded, compared and contrasted based on age and gender.

Phase 1.1: Father Involvement described as 13 domains

Table 4.1: Thirteen domains emerged from the data that describe father involvement.

S. No:	Subthemes of ‘Father Involvement’
1	Nurturance
2	Protection
3	Provision
4	Acceptance
5	Understanding
6	Guide to the outside world
7	Taking responsibility
8	Discipline
9	Academic assistance
10	Time spend together
11	Provide support
12	Role model
13	Relationship with mother.

Each theme is elaborated and the responses that explain specific themes are described and tabulated in the following paragraphs. Those verbatim that the researches felt would add to the understanding of the reader are presented as such or in a close approximation to maintain the originality. Since the experience and perception occur throughout life and every activity of an individual is interrelated, there might be some overlaps among the subthemes. The representation of the whole data as subthemes adds to the better understanding of the phenomenon. Each domain is elucidated by defining the subjective definition, observations, tabulations, verbatim, interpretation and theoretical explanations in the following paragraphs.

Nurturance

Table 4.2: Subthemes that describes 'Nurturance'.

- Love, care, kindness, companionship, tell adolescent that their father love them, have warm close relationship.
- Making best environment/ opportunities to grow / flourish, encourage and nurture ideas and views, motivate to dream and act towards success, help face novel situations.
- Comforts when afraid of darkness, providing space to share positive and negative emotionality.
- Address using sweet/touching pet name; create pleasant surprises, calms uneasy situations in humorous ways.
- Encouraging adolescent in their activities, help with activities of daily living, attending events that the adolescent participates in, interested in the adolescents overall development.
- Help develop/flourish even by sacrificing his own wishes.

Nurturance refers to the indulgence of father in taking care of the adolescent, the way he cares for them, express love and to have a warm close relationship, being available, helping him/her with his/her daily activities, joining them during their ups and downs, encouraging in their activities and generally showing interest in the overall development of the adolescent.

To nurture is to care for while somebody is growing and developing, as parents usually does for their offspring. During early years of adolescence, they reported that kids are the first priority of any involved father and gets hurt when something bad happens to them. The pet name by which fathers' address them was heart touching to many and they enjoy the feeling of being loved and cared. The

major themes that were clustered by the investigator, that explain the nurturing characteristics of a father as reported by adolescents are tabulated below.

Adolescent expect their fathers to be concerned, interested and friendly, who provides them the facilities, and environment to grow and flourish, nurture their ideas and views. A 14 year old girl reported that, her father wishes to provide a royal life style to her family. Though he meets all their necessities, he still pathetically regrets about not being able to do so and he keeps on striving hard to fulfill his dream.

They reported that their father is the person who is the happiest in the success of his children. Some feel that their father loves them more than their mother and their father is the greatest boon in their life. He makes the life of the adolescent better and easier. Among the lot, one of the verbatim is as follows;

“When I was young, my father had sent me to a school which was above our economic status. When all children had many toys and beautiful articles, I had none. I always had complains about my father for not providing me with those materials. My father is from an economically backward family who started working at the age of 15. He works so hard to meet the needs of the family. Now I recognize the great sacrifices he made to satisfy my wishes. He skipped meals, wore torn clothes and slippers to get me the best. I will never let him down. I will repay my father. I will love him and take care of him forever and ever”
(15 year old boy)

Many children long for their father’s nurturance. A girl of 14 years expressed her hunger for fathers love;

“When I see many fruitful father-adolescent relationships, I feel and I wish, if I too had a father who is loving and caring”.

Another boy of 16 years reported his longing as follows.

“The picture that comes to me when I hear the word ‘father’ is, me and my father, walking together on a lonely road, hand in hand together. That is my wish, which, I myself know very well that it will never come true”

There are certain responses that reveal that not all fathers are a boon. There are fathers who are the other way round, who are abusive (physical as well as emotional) who are less or not at all supportive and caring, who doesn't express love. From their experience, they believe that fathers are the creature who doesn't know to love; they say that if some fathers love their children unconditionally, then that is a rare condition occurring to a blessed few. But though minority reports the issues, the statement has significance of its own.

“When I was a little child, he never cared for me, when I was around 10 years of age he beat me, around 15 years of age he was always advising me and at this age he makes fun of me in front of my family and friends. I don't know what his problem is”
(17 year old boy)

There are adolescents who have never seen their father in their lifetime. The adolescents say that it is not just the absence itself affect the adolescent, but the social stigma do have an impact. Many of the fathers are rarely physically proximal to the child. They have the reasons of professional placements, separation, divorce, and child out of wedlock. Such children long for their father and they experience father hunger. Adolescents of non-resident father, reports that, their father is less attached to them, for them their fathers are likes guests who come and goes for vacations. He is just a material gift provider. They say that such fathers fail to understand, discipline and get attached to their adolescent. At the same time,

adolescent make note that not all non-resident fathers are the same. Some non – residential fathers make use of all the latest technology to get connected with their son or daughter. At times the efforts of the father are paid back and at some other occasions they are unnoticed.

Protection

Table 4.3: Subthemes that describes ‘Protection’.

- Teach traffic rules, swimming, basic first aids.
- Concerned about adolescent gangs /bad company, games / sports accidents, drug mafia and sex rackets in the neighborhood.
- Advice to be cautious with strangers / people the adolescent interacts with.
- Provide a private/safe space at home (build fence), safety precautions at home, and surroundings, provide chance to learn karathae and kungfu.
- Concerned when adolescent go for a long day and night trip or tour from school.
- Insist on personal hygiene, to keep away from dangers, to avoid fast/ junk foods and drinks, to drink clean, boiled water, stress on neatness, tidiness (bath and brush daily/twice a day), motivates to do exercises.
- Enquires special occurrences at school, monitor nutrition.
- Nurse when ill/ provide best of the available treatments.
- Make adolescent feel relaxed/free to explore.

Protection or security of adolescent is another major concern of fathers. To protect is the major function that is entrusted on fathers from the beginning of civilization till date. From the nomadic age itself since males are physically stronger, they were expected to be in charge of protecting the mother and the offspring.

Protecting the child by providing him or her with safe environment where he/she can be relaxed and are free to explore.

In the current sample, adolescents reported many aspects of protection that their father does, what they expect, and the limit the father set for adolescent to make sure that they are safe. They expect their fathers not to be overprotective because it acts as a barrier in their development and stops the development of autonomy. Overprotective nature of parents makes the child to be insufficient and inadequate to face the world and the life. The major themes that were clustered by the investigator, that explain the domain 'protection' are tabulated below.

Adolescents say that, if father is near, safety is guaranteed. He will sacrifice himself to protect his offspring. Adolescents expressed that fathers are generally protective in nature and a boy generalized the same by pointing examples from the news channel and news paper reports that shows images of fathers risking their life in calamity ridden areas to protect their family and children. In disaster ridden areas, the father or the male members make their best effort to take care of the life of women and children even by sacrificing his own life. Some non – residential fathers make a call everyday to home at the time the adolescent usually reaches home back from the school, to make sure that his son or daughter is safe at home. Adolescence reported that, they experience a feeling of safety and security when they are with their fathers than with their mother.

The frequency of girls reporting about the protection was much more than that of the boys. A girl of 14 reported as below,

“When I return late from school or doesn’t reach home on time he get tensed and he comes in search of me”.

Girls, to an extent, were enjoying the restrictions while boys found it very disturbing. But majority accept that those limits set are essential, but not always. It may interfere with the skill development and can also stop them from travelling the road less taken.

Provision

Table 4.4: Subthemes that describes ‘Provision’.

- Meet basic needs of food, clothing and shelter and other material needs like book/bag/pen etc, indoor game articles like chess, snake and ladder, ludo etc. and outdoor game articles like ball, bat, rackets etc. Bought vehicles based on the physical growth and skill, new trendy / fashion dresses and fancy items
- Financial needs/pocket money, provide place to play, help in making play homes.
- Gets chocolates to distribute in the class on special days, throws birthday parties/gifts, buy gold or other ornaments, bought cake, ice cream, chocolates, cook favorite dish for adolescent on special occasions, leave favorite dish to his children.
- Provide clarity of thoughts, ideas and views.
- Provide toilet and bathroom facilities.
- Get mobile phones/ camera/ technological gadgets and insist use with responsibility.

Provision implies the concern of the father in providing the adolescent with his/her basic requirements like food, clothing and shelter, providing the adolescent according to the needs, without much external compulsion, even sacrificing his own needs to satisfy the requirements of the adolescent. The major themes that were clustered by the investigator, that explain the domain 'provision' are tabulated below.

Adolescents believe that fathers should provide with responsibility and a self report quotes as follows.

“When children ask for the provision of something, they report that from the father’s part the first replay might be a “No”. But later father analyses the need and if he feels that it is necessary, he will get it or otherwise he will explain and convince us about the reason and thus provide with responsibility” (17 year old girl).

Usually fathers don't give equipments like mobile phones, electronic tablets, gaming toys, etc., without a second thought. Majority of the father take measures to make sure that, those technological gadgets are not of any negative effects on the academics or behavior of the child. But some fathers becomes blind in their love for their child (mostly non-residential fathers, says adolescents) that they at times provide them materials without even thinking about its necessity. Some adolescents literally said that their father is their 'ATM'(Automated Teller Machine) who provides them with money.

Even in financial difficulties, father does his best to satisfy the necessities of the family. Adolescents feel happier if their father is able to act according to the needs of the child without them asking for it. Sometimes fathers hide the economic difficulties from the child or family as a whole and finally one day may end up in

complete financial crisis and fall into debt. Adolescents do appreciate the sacrifices their father makes to bring up their children in happiness, but they hate fathers hiding the reality from them.

Adolescents reported that fathers are important factors in the life of any child. Many reported that, if father was not there, the life would have been worse, unimaginable. They recognize the reality that they would have to stop their academic education and go for some menial work to fetch the livelihood for the family and will have to bear the responsibility. There were participants whose fathers, have passed away. In some families, where death has taken away their fathers, other members of the family or community, society or religious groups take up responsibility to provide assistance to some extent. But the situation is worse where father is present and is irresponsible. The family is neither supported by the head male nor by others. Some fathers are spendthrift who never or rarely plan their finance or future and finally end up in debt which affects the whole family and the interpersonal relationships within. There are few others who are misers when need arises to spend for the family but not for himself or when with their friends.

Acceptance

Table 4.5: Subthemes that describe 'Acceptance'.

- Accepting the adolescent as he/she is (abilities/skills/ inadequacies/ disabilities), encourage to come up with ideas, resolve conflicts/issues.
- Accept and respect individuality, provide space to communicate, and experience the world, should not be a barrier in adolescent's love relationship, include adolescent in decision making.
- Should not talk ill of (cut jokes, embarrassing comments) scold or shout to adolescent in the public, should forgive mistakes.
- Open minded to hear adolescent without any prejudices and stereotypes, have faith in their adolescent, should not compare with others.
- Should be friendly, should not be a fearful person, should not view adolescent as little kids, should respect views and listen.
- Explain and discuss about their experiences, discuss about major occurrences in the life of father (earlier or current).
- Understand and accept 'no one is perfect', have realistic expectations (make do things only at level and age of adolescent).
- Appreciate positive qualities, being aware of child's ambitions, listening to the views and concerns of adolescents.
- Should be impartial to siblings and based on gender.
- Enlarge circle of freedom.

Acceptance is an attitude or feeling that, one cannot change something and getting used to it. In social or family relationship, accepting each other as they are and to understand their situations and to empathies with them is a positive quality.

In father – adolescent relationship, acceptance can take many expressions. Accepting adolescent refers to receiving them as he/she is, abilities/skills and difficulties/disabilities, believing/having faith in them, being aware of their ambitions, having realistic expectations about them and respecting their individuality.

Reassurance from a significant person during the years of identity crisis can have impact in a long run. A simple example is given below.

“When everybody makes fun of my opinions, my father appreciates me and encourages me. Earlier I was shy to talk in front of others. My father helped me to improve”. (15 year old boy)

Confidence is a plant of slow growth. A good, supportive father can nurture to produce the best fruits out of it. They should not doubt their children by hearing some random comments from the relatives, neighbors and other members of society without clarifying the matter with their own adolescent.

Adolescents expect their fathers to behave towards them as equals. Though they are not fully grown adults, they expect their fathers' to accept that they are going to be the future generation and make them ready to face the challenges of the world. Adolescents feel that they are able to take care of themselves in many of their important matters and feel that parents don't usually understand them. They act being overprotective in most of the situations. Many adolescents had complaints that their father doesn't accept their individuality; the complaint is more frequent during their later years of adolescence and among males though the limits set are more for females.

A verbatim picked out says,

“When my friends from the opposite sex visit our house or make a call over the phone, father asks me not to attend it. He doubts the relationship. We are living in a scenario much different from that of their generation. He doesn't try to understand. I know to take care of myself. But my father does not accept it that way”
(18 year old girl).

Understanding

Table 4.6: Subthemes that describes ‘Understanding’.

- Share positive and negative feelings, know adolescents interest/likes/dislikes, appreciate abilities and do not complain about disabilities, try to know the adolescent psychologically.
- Should not overload with special courses and classes, understand that adolescents are not computers. Don't compel to do things that they don't like. Understand that adolescent have their plans for life.
- Understand, new generation adolescent is living in a different time and space when compared to them (father), accept that adolescent will have friends from opposite sex, and not all opposite sex relationships are love affairs or are dangerous. Reduce restrictions (on time spend for play activities, hobbies and other leisure). Being friendly, liberal and democratic- not be nightmares.
- Resolving smoothly when conflicting ideas arise (Differing ideas are inevitable). Should not shout without any reason, empathize and console in difficult situations. Understand mood fluctuations of adolescent even without verbalizing it and act accordingly.
- Trust adolescent and father should be trustworthy, behave in a way that is with unconditional positive regard. Forgive mistakes and provide freedom.
- Be jovial and humorous, not short tempered, explain matters at their level of understanding with clarity, and communicate effectively, not a one way communication/lecturing/advising.
- Understand needs without asking for it- fulfill without frequent demanding/nagging.

A bond becomes 'an understanding relationship' when one shows that he or she realizes 'how someone feels or why someone did something and not becoming hostile to them for that reason. This basic understanding nature leads to the growth of a friendly and trustworthy relationship between them. Adolescents expect their fathers to be understanding in the sense that they empathize with them.

According to the investigator, understanding refers to a father being friendly to the adolescent, knowing their interests, giving them the freedom to be what they are and knowing each other mentally. If some conflicting ideas arise on some matter, resolving them smoothly and being an appreciating person for the adolescent.

Some fathers persuade adolescents to stretch beyond their capabilities. There the father instead of being an understanding parent becomes the stress provider. Adolescents have a higher risk of indulging in many acts that are not permitted or legal, without the awareness of their parents such as drug abuse or other illegal offenses or crimes. By acquiring information from the media, real or exaggerated, fathers usually personalize the reports and they blindly doubt their adolescents without any evidence. Adolescents say that, distrust from the part of fathers is the most spiteful fact they face in a father – adolescent relationship.

Many of the participants were keen enough to pinpoint that they are restricted from doing acts which they feel to do. They are not allowed to go for outings with friends, in case of girls they are not allowed to have male friends, to talk over mobile phones, and are not allowed to visit their friend's home. Some girls could understand that these restrictions exist because their father loves them and really wants to protect them.

A warm and friendly relationship will make the adolescents to be close to their father. They suggest that fathers should be able to understand them from the adolescents' point of view; and that way fathers can easily handle the emotions and cognition of their adolescents. Adolescents report that they do consider the views and view point of adults. Many reported that their father understands them as an individual, than their mother. Mother wants their children to be always dependent on them to an extent for some reasons which the adolescents are unaware of. As the hen keeps its chicks under her feather, mothers also love to protect their kids. Here fathers are the ones who allow them to explore the world. Not always, but mostly.

Some respondents regret that parents do understand them but, the adolescent themselves are the ones who are not loyal and faithful.

"I am in a love relationship with a guy and spent hours with him; talk over mobile phone which I am very sure that my father will not appreciate for safety as well as many other reasons. I feel guilty for doing all these behind my loving father. I regret that I am the one who is not understanding and appreciating the efforts of my father in the upbringing of his children". (14 year old girl)

When father scolds them, adolescents sometimes retaliate and they later regret. They said that, fathers usually forgive at the first place and let it go. He helps them come out of the guilt feeling. He does many humorous acts to make sure that the adolescent is comfortable. This behavior is more common in father-daughter relationship than in father-son relationship.

During childhood years, father was a nightmare for many. Whenever the child does some mischievous acts mothers frighten them saying "I will report to father" and hence in the kids mind father turns to be a ferocious being, who threatens

them, who punish for so many or no reason. The short tempered nature of some fathers makes that belief stronger. Some fathers are being reported as very serious and adamant. They shout and make fuss frequently on relevant as well as on irrelevant matters. They ventilate their emotional tensions on the family. They act in an authoritarian way most of the time. But, towards the later years of adolescents, slowly fathers show up accepting the individuality of the adolescent and the relationship pattern changes to be more communicative and mature. Adolescents reported that their fathers' love towards them is more conditional than mothers. They want their fathers to accept and understand them unconditionally.

Guide to the outside world

Table 4.7: Subthemes that describes 'guide to the outside world'.

- Guide to behave with opposite sex /elders/teachers/others, teach to manage time and money, model of manliness / masculinity, inform about the people/ behaviors/places / world around. Moulds attitude towards people/world/life/ relationships.
- Increase opportunities to interact with people, encourage sharpen skills, to explore, and to follow dream, make think big /globally. Provide general knowledge; ask to read news paper, watch television news, educational channels. Informative and brains storming discussions on social issues (usually after dinner), explain about the special occurrences in the neighborhood.
- Encourage participate in group plays in the neighborhood, sport, arts or other social clubs, teach basic rules of football, cricket etc.
- Invite our friends' to home, introduces us to his colleagues and other persons.
- Allow to take risks at times, inspire/ guide to success, guide to find focus and is the torchbearer to life
- Explain novel matters and experiences with clarity, travels together (places/ beach/ park/ family homes/ shops/ hotels/ market)
- Strict on self presentation (neat dressing/bathing/ brushing / washing regularly)

A guide helps one to understand things that are unclear and unknown. Adolescents' view their father, as their guide and torch bearer of their life and makes them understand the processes and procedures of the world outside home.

Father and mother are the first knowledge providers for the child. In traditional family system, where the fathers go for work outside home and the mother is working at home, fathers are the connecting link between the society and the child.

Oliveri and Reiss (1987), in a study reveal the distinctiveness in the effect of father-adolescent and mother-adolescent associations on the personal social networks of the adolescent. In relation to mother the number of kin networks was predictable with the levels of mothers contact with kin, but not that of fathers. Fathers' contacts with extra-family figures predicted the adolescents contact with peers. The adolescents' density and frequency of peer network was related to those of fathers. Fathers have a major role in teaching the children the philosophy of social life, relationships and to encourage development of social skills. He gives importance to presenting oneself well before others. The father guides the child to move from the micro system family to the macro system, the broader social world. He provides them opportunities to interact with people. He acts as a model in giving respect and taking respect. He guides to behave well in the society and to deal effectively to social issues and concerns.

Fathers as an individual, influence the life of children. Children are usually known after their 'fathers'; say the participants. The status of their father decides the status of the son or daughter before he/she gets established himself or herself as an

individual. This has a major role in the self esteem of the person. Fathers social world mostly influence the son than the daughter since, they share the common platform and similar expectations from the society may be due to the gender stereotypes.

There are fathers who are the other ways around; who make adolescent's life miserable. The negative image of the father brings out the worst for them. He/she will withdraw self from the social world. They will be reluctant in building social relationships. They personalize their father's negative image and may unfortunately end up as an unsuccessful individual. Not always, but may have a greater chance of experiencing some kind of emotional trauma during some point of their developmental years. Some fathers are introverts and they have lesser social interactions and are less involved in the worldly affairs. In such cases, if there is no significant others who can assist the child to socialize, it will have negative influence on the socialization of the adolescent.

Provide support

Table 4.8: Subthemes that describes ‘Provide support’.

- Attentive to mental states of adolescents, support even if everybody turns against the adolescent, the best way to support is by believing what adolescent say than what other people talk about them.
- Priority to adolescent’s life than socio-economic status in decision making
- Encourage/motivate to work hard, encourage when dull, comfort when sad, stand by side in good and bad situations, support and comfort during difficult and conflicting situations giving confidence for activities and new endeavors, not blaming/de-motivating/complaining about inadequacies, support with novel, creative ideas/wishes/ ambitions.
- Make a space to open up all the emotionality, make feel free to express.
- Encourage academic and non-academic activities, appreciate and be the backbone/strength, help with daily activities, be the mentor and hold hands to move towards success, help face the obstacles of life, support in decision making.
- Solve the issues at home, mould to be courageous.
- Support when mother scolds for playing out for long time.

Supporting is giving confidence for activities and new endeavors, being attentive to the mental states of the adolescent, being a support during difficult times and assisting the child in decision making and not blaming or de-motivating the him/her by complaining about his/her disabilities. To support someone means ‘agreeing with them, and perhaps helping them because they want to see them to succeed. An involved father can act as the backbone to his offspring’s development.

A girl of 18 reported,

“When I had to face a critical situation in my life for which I myself was responsible, everybody, even my close friends, who were with me before left me, all my relatives complained about me, only person who stayed besides me was my father. He gave me the strength to face the situation, if not for him, I would have drowned. He gave me strength and maturity to face any issue or challenge. He gave me time and was patiently supporting me to choose the right path”.

Parents usually try their best to be supportive to their adolescent. Many respondents reported that, may be due to the lack of training, knowledge or experience, parents often under do or over do the same or they acts in a way that do not fit in to the situation. Fathers do many sacrifices for the sake of their children. Adolescent say that their happiness and achievement is the ultimate dream of their father. He is their backbone to success. Adolescents adds that one of the major reason for who they are, the way they are and what will their future be, is their father.

From birth, till the individual is able to fend for himself/herself father supports them with all his efforts. He works hard and pray for the development and success of their offspring.

A boy of age 15 memorizes his father as follows:

“Where ever I go, miles far let it be; just the thought that, my father is somewhere, trying hard to make our world beautiful gives me the mental strength and motivation to achieve and to repay him with happiness”.

Adolescents do have complaints about their father. They say that some fathers, instead of being a support instill high competitiveness and always complain

about the adolescent's inefficiencies. They fail to appreciate the adolescent's success but focus on failures. So they report that, they fear failure than they yearn for success. They find it difficult to take initiative, or work on a novel idea.

Take Responsibility

Table 4.9: Subthemes that describes 'Taking responsibility'.

- Being available (though not physically at least psychologically), take care of the needs of child. Knowing the child /his surroundings/ people he interacts with.
- He is the moral teacher, decision maker of the family; fulfill the responsibilities as a father.
- Concerned of food fads (junk foods, soft drinks), about spending time on television, social media, games, and mobile phones. When the young is ill, hospitalize, stay awake, nurse, get best treatment at any cost, concerned of the health status.
- Set rules of home to confirm smooth flow and safety of the family. Share responsibility of home/kitchen/ family with mother.
- Provide freedom with limits. Enquire about occurrences on the school-home pathway, have contact with friends their families of adolescent and keep in touch. Think critically, analyses - help decision making to resolve issues. Intervene before troubles get in.
- Sacrificing own wish/preference/ lifestyle to satisfy offspring's needs, takes-in only after confirming child has consumed, sacrifices basic physiological needs (sleep, food, etc.) to provide offspring. Stays away from home and work hard, to meet the economic needs of the family.
- Takes to school daily or if the school vehicle doesn't show up. If forget lunch box to school, father takes it to them, never allow to skip any meals. Concerned about academics and non academic behavior, present at parent teacher meetings.
- Father should neither be a spendthrift nor a miser.
- Get ready with the materials required for the marriage of offspring.

Someone is said to be 'responsible' of something or someone when he or she thinks that it is their duty or job to deal with the matter and to make the decision related. Usually fathers are given the responsibility of their adolescent; they are given the right or opportunity to make important decisions or to take action at their own will.

Taking responsibility is being concerned and fulfills the duty of a father. With whole heart, father sacrifices his own wishes, for the needs of the child. Knowing the child, his surroundings, people he interact with, etc. Showing concern in the health status of the child and taking care of the child when he/she is sick. The involved father is concerned about the food fads (eating junk foods) of the child. The father set rules, and provide freedom with limits, is concerned with academic and non academic activities, attend the parent teacher meetings and take the necessary steps to improve the adolescent's performances.

Adolescents says that their father take up any job to take care of them. Many very committed fathers work harder and never complaint about working overtime to meet the needs of the family. They sacrifice anything and everything to feed, educate and help the child reach prosperity. Many adolescents say that father takes charge of the home, kitchen and the family, if the mother as a homemaker (as they perceive) is away and turns to be a real family man. If mother is at home, he usually sits back and gives instructions or complaints about the inadequacies from the part of mother. A father who gets involved in the domestic activities at home usually understands their partner better. Some adolescent reports show that adolescents are critically analyzing the father role in relation to their mother. The investigator feels

that the media, movies and television serials on family themes might have an influence.

There are fathers who sexually abuse their own sons and daughters. Such fathers should be given death sentence was the comment produced by a participant which can be understood as no other rationale works in such situations. They adds that there are instances where the fathers, the ones who is entrusted the safety of the daughters, himself becomes the beast and abuse them physically and psychologically. But it has another version too where a 16 year old girl quoted her concern.

“In the present scenario, the media frequently reports about abusive fathers which naturally make us doubt our fathers as well. I feel guilty of thinking ill about my trustworthy and sweet father”.

Non – resident fathers spend less time with the family. It doesn't mean that nonresident fathers are irresponsible due to their lack of proximal involvement. Some nonresident fathers are better involved than the full time resident fathers and do keep frequent contact with their children. They share experiences of daily occurrences and communicate well. Adolescents believe that father can be friendly, but not just a friend alone. He should do his duties as a father.

Academic Assistance

4.10: Subthemes that describes 'Academic assistance'.

- Enquire about class room behavior and grades, meet teachers, discuss about performance, attendance and progress in school and attend parent teacher meetings.
- Enhance self dependency skills like, driving bike/ other vehicles, swimming, simple plumbing and electrical works.
- Encourage to get involved in sports, read news papers, and watch television news or some other educational channels, discuss political and economic issues.
- Explain the needs of being disciplined and punctual at school, opportunities, carrier etc. Teach spelling, correct them if wrong, helps with difficult subjects and tasks, and help with homework, assignments, project and stay awake if the adolescent plans for early morning or late night studies.
- Enroll in to drawing and music classes, for tuition, give money for study tour. Explain about types of fishes, medicinal plants, insects, birds, stars, trees and other wonders of nature. Play word games, general knowledge quiz, read, help to set time table. Take to art galleries, science museum, planetarium, libraries, get library memberships, bookstores, and enroll adolescent in to special courses. Takes to places to give exposure to other cultures, tribes, ethnic groups, cities, towns etc. Provide educational toys; subscribe educational magazines like, science, health and social and other story books.
- Motivate adolescent by offering gifts for being good and excellent at school, check whether books are neat and clean. Encourage academic and non-academic activities, learning of new skills.
- Discuss academic matters, subject matters. Encourage reading, debating on some topics, clarify doubts. According to the skill and ability of father, help with academics.
- Pay school fees, tuition fees, travel fare and other fees, buy books, dictionary, news papers, bag, pen, guides to study.

Academic assistance implies showing interest in educating the child, playing an active part in the academic activities, assisting with his/her studies, home works and projects, watching educational programmes and channels together and having discussions and debates that stimulate the cognition of the child. By assisting an individual, a person plays a role to complete a task. Fathers are usually one of the primary providers of academic assistance to children. Home is the first place where learning begins. Parents can nurture children's curiosity and encourage their quest for knowledge. This creates the readiness to learn in the child. As per the self reports, the academic assistance includes provision of the material needs, helps in the academic matters as well as the motivation to succeed. One of the parent even changed place of stay for sake of better education of the adolescent.

One verbatim in the document follows as

My father motivates me by saying that “the daily wage labor has wired out my physique and health. It brings me aches all over the body. You should study well and reach a professional position where you will be able to work under an air conditioner using your brain. Make your brain sharper and stronger that you will be the best candidate in any firm you are called for. People should respect you for your knowledge” (16 year old boy)

Fathers are concerned and provide all the facilities to excel in academics. Educated fathers were seen as more ambitious about the academics of their children. He is eager to know about the functioning and programs of the school and usually go for PTA (Parent Teacher Association) meetings. Some fathers are not well educated and take little role in assisting with the academic syllabus. Still, they take great efforts to educate their child. They are eager to provide the best education available. They want to compensate what they missed through educating their offspring. They keep all their hopes in the education of the upcoming generation. In some cases

fathers, though well educated are not able to participate in the same, the reason being the time constraints. Non-resident fathers, though far away, are very much concerned about the studies of their children. A boy of 13 reported as follows.

“My father is a nonresident and the first thing that he asks when he makes a call from abroad over the phone is about my studies”.

Children of involved, nurturing, playful and caring fathers, seems to have better educational outcomes. Infants who spent quality time with fathers have higher intelligence quotients, better cognitive and linguistic abilities. A higher level of academic readiness is visible in the toddlers with involved fathers. They also are more patient and are able to handle stress and frustrations related with schooling when compared toddlers with lower levels of father involvement (Pruett, 2000).

Academic assistance is a long term process and its outcome can even determine the future life of an individual to a greater extent.

A 17 year old boy reported that

“I was an unorganized and short tempered adolescent. I was enrolled by my father for a nature study trip and that changed my perception towards life, self, and other fellow beings. Thereafter, I live in an environment friendly manner. That experience was a value based education trip for me. Though I was not very much interested, it was my father who insisted me to be there”.

One student reported as follows,

“My father is the one who made me dream higher. He won’t allow me to compromise on little things and motivates me to make use of all the resources available and my potentialities in the best possible manner”. (18 year old girl)

Another student explained the philosophy of education that her father passed on to her as:

"Studying is not just for the sake of academic credentials for a job. The main focus of educating one individual is to educate him or her about the values, morals, language and culture and to mould an individual to be a useful citizen for the society". (16 year old girl)

In an interview with The Hindu, one of India's national daily news paper, as reported by Namratha Joshi (2015), the bollywood star from India, Shahru-khan, born in 1965, states that during his growing years, his father used to tell him that; *"Education should happen in such a way that it makes an individual understand every page of a newspaper. One should understand the front page, politics, world news, sports page, economy page, business page and city page"*. At around age 50, if he still remembers and quote the lines from his father, it seems that the fathers philosophy of education that is passed over to the offspring, do have an influence on the generations in the queue.

Nord and West, in 2001 found that, children with fathers who are highly involved in schools do well in academics, become a part of extra-curricular activities, less likely to repeat a grade, less chance to get expelled from school, and enjoy school, when compared to children with low father involvement. This effect was independent of mother involvement.

When all these positive things happens, there are cases were father show little or no interest in academic excellence of the child, not even in providing with the basic education. Though the children are talented and have the natural ability, they may not be nurtured so as to develop or make use of their skills. They miss the opportunity to achieve. On the other hand there are fathers who want to fulfill

whatever he wished to be, and failed to succeed, to be attained through his offspring. He pressurizes the child for the same and do not give any value for the dreams and wishes that the adolescent have for themselves.

Discipline

4.11: Subthemes that describes ‘Discipline’

- Advice to follow rules, insist on being organized, tell moral stories, teach etiquettes of social life, teach to pray and to be organized, encourage good deeds, guide the adolescent, do religious activities together, give importance to visiting religious places, pass culture and traditional values.
- Punishing physically, by scolding, withdraw communication, abstaining desirable objects. Sibling fights stop when father enter in to the seen
- Insist to follow rules set by the authorities, explains the ways in which children have to behave with and respect others, control on late night stays outside home, in special instances should accept questioning the authorities.
- Insist not to drive vehicles before 18 years of age, teach social behavior, values like neatness and punctuality, being humane, charity, trustworthiness, honesty, guide in the right path, being cautious and strict about bad companies or gangs
- Father not just being an advice provider without extending support, should not advice always, should respect privacy. Before advising fathers have to look into themselves. Should not excessively care, protect and be friendly. Warn if mistakes happen, create awareness of right and wrong, and correct if go wrong, warn if something dangerous is expected.
- Freedom with limits (television, mobile phones, internet), explaining rationality of limits set. Explain the reasons behind the do’s and don’ts during this age, prospectus and consequences of love relationships, drug abuse, clarify the why’s of rules with cause – effect relationship.

Discipline is the practices of making people obey rules and standards of behavior, and punishing them where they do not. Disciplining the adolescent may include punishing him/her for his/her mistakes, giving a clear idea about right and wrong, do's and don'ts, advising to learn religious morals, giving freedom with limits and explaining the rationality of setting those limits, and not just being an advice provider without extending support.

Lapsley, Harwell, Olson, Flannery and Quintana in 1984 suggest that, "the authority of father is seen as a representative 'official' source of authority more often than is in the case with the authority of the mother". Discipline is the quality of being able to behave and work in a controlled way which involves obeying particular rules and standards.

One self report says that her father is "*genial even though he is obstinate. He is the best if he can understand the situation and behave accordingly*".

A real father is neither completely strict nor completely liberal. It's a mixture of characteristics. One boy reported as follows; "*The person who ranks top in punishing me as well as pampering me is my father*".

Some adolescents reported that the moral stories told by their father molded their character; he moulds them to be a morally desirable person. Some says that the love towards their father stops them from doing many mischievous acts. The mere thought of sacrifices that father makes for his children is enough; there is no need for any physical, emotional or cognitive punishment to guide them. Just the friendly, supportive, caring and the positive regard from the part of father is enough to guide

them. Coombs and Landsverk in 1988, found that youths who are praised and encouraged by their fathers, spent time together discussing personal problems, depends on them for guidance and advice, and typically feel closer to their fathers, abstain from substance abuse than the youths with less involved fathers. This also protects adolescents from the experience of emotional distress and engaging in delinquent behavior (Harris, Furstenberg & Marmer, 1998).

One boy of 16 said

"Words cannot describe the term father. When I understand that I have hurt the feelings of my father, tears roll from my eyes. Those tears of guilt are my regrets and my cry for forgiveness. Those regrets, stops me from repeating misbehaviors".

Fathers should advice adolescents only when it is necessary. Constant advice and nagging might bring about the opposite effects to what is desirable. Fathers usually are less nagging when compared to mothers as reported by adolescents. They reported that fathers set rules which at times are necessary and at some other times not essential. If they do not adhere to these set rules they are even subjected to physical punishments, though not that often, those punishments which occur at a variable interval has its long lasting effect. Later mere memory of that will lead them to be a good citizen.

One boy of 16 reported that

"I got beaten up by my father at age 6 for some reason that I actually remember as something very mischievous and impulsive, but I feel embarrassed to report, and now just the memory of that is enough for me to have control of myself for the coming 60 years of life".

Exaggerated or not, it explains how the habits are formed and established during the early years of life. Rosenberg, Jeffrey, Wilcox and Bradford in 2006 explained that, the rough housing with father will teach children to deal with the physical contacts and aggressive impulses without losing emotional control. Such children are more comfortable in exploring the world around them and exhibit prosocial behavior and self-control. Adolescents suggest that fathers should not excessively care, protect and be friendly. He should play the role of the father itself and not merely that of a friend. They say that they do not lack friends, and interest regarding friends changes over time. The position that a father should hold is much respectable and responsible that he should stand by his position. Adolescents feel that fathers should correct them because; adolescents are inexperienced candidates when compared to their fathers. The learning and experience that fathers have can for sure help and lead the adolescents in the right path and hence are better guides than any of their friends of similar age and experience. Adolescents wish their fathers to be open minded, with broader views and try to understand, accept and empathize with them before and while they advice.

Adolescents have faith in their fathers because; they believe, any behavior from the part of father will be for the good of their children. Adolescents report that fathers' involvement is the primary prevention strategy to help children stay away from the bad habits and situations. And that helps the fathers also in a positive way.

Some reports are as follows

“Wherever I go, I have the soft touch of my father in my heart. It stops me from indulging in any illegal acts. When the image of my father comes into my mind, I

don't feel like doing any acts that takes me to trouble. Image of his face stops me . . . let it be due to fear . . . or due to love . . . I don't know what exactly stops me".
(16 year old boy)

"My father had never scolded me or physically punished me for my wrong deeds. But the depth of his silence makes me understand the width of my mistake. Just his silence is enough, to guide me into the right path". (18 year old girl)

"I got involved in a difficult situation, due to the excessive use of mobile phone. I regretted that, if my father was little more involved, had set freedom with limits and explained about interpersonal relationship and social skills better, and gave me a better picture about how man behaves, I would not have been in this painful situation. My father is working abroad and is less involved in my matters. He comes home for one month in two years and to me he is like a gift provider and a guest who comes home rarely".
(15 year old girl)

When non-resident fathers comes home as guest, they do not bother to be strict with disciplinary actions because they are busy with showering all that care and attention he couldn't provide for all these days. Adolescents reported that the frequency of punishments by father is much rare while compared to mothers but it hurts more.

One report says,

"When father scold me, it hurts more than the scolding from mother. So I usually try to avoid instances that bring a chance for getting a scolding from father". (15 year old girl)

Let it be physical or psychological punishment, when the adolescent indulge in "wrong deeds" as described by them, father correct them once, but mother goes on nagging about that deed and she takes the act personally and hurt in return emotionally. But father as well as mothers, both usually are equally good at advising

a lot which adolescence really doesn't appreciate as said in protocols pointing about being fed up of hearing advises.

Time Spend Together

Table 4.12: Subthemes that describes 'Time spend together'.

- Tell stories of father's school, childhood friends, stories, share experiences, indulge in friendly and informative discussions. Narrate stories of childhood, school, and college, sit and talk together for hours (generally after dinner), discuss community/society or worldly current affairs.
- Takes for a stroll, play indoor and outdoor games like badminton indoor games like chess, caroms. Eating together, engage in mischievous silly and acts together for fun. Should be psychologically present with us
- Helping mother with her tasks, engaging in domestic chores/ gardening, cleaning, farming, outing, shopping, tours and travels
- In case of non-resident fathers, less direct contact, so they keep communication alive via technology.

Spending time together for physical activities like playing together, during leisure engaging in activities like gardening, cleaning, farming, etc, visiting places and relatives during holidays, having meals together when at home, etc. If the child doesn't like his/her father they enjoy their absence at home. With an involved father the child can spent fun time and enjoy the presence. The play activities that the child indulges with the father have quite a lot of developmental functions.

Father and the adolescents spending time together is not just a matter of physical proximity, but with many psychological backings too. Adolescence report that when they are together, they usually indulge in many activities that both the party enjoys.

Some fathers act as if they are very rough, don't talk much, and often come home very late. They leave home early in the morning and hence their children see them rarely. They merely remain as a provider of material needs. These parents resemble those of non-resident fathers. Unfortunately they are unaware of their roles other than provision.

A boy of 13 expressed his longing for his father as:

“More than a large house resembling palaces or forts, or heaps of money to buy many products in the markets, what we children want are fathers’ love and care. His hugs and kisses. My friend’s father is a daily wage laborer. His father makes many toys from bamboo, wood and stones for him, they go for swimming together. They play and eat together. Over the phone I and my brother asked our father to comeback from gulf and to stay with us. He explains us about the economic insecurity that will be waiting for us, if he resigns his job. But we don’t care. We can live a simple life then. We just want his presence at home. Home is boring; every single day is the same there”.

Due to the latest technological advancements, non-residential fathers get a better opportunity to be constantly in touch with children, and it has brought about much promising changes in the nonresident fathering. They ring over the phone twice or thrice every day, talk to their children and wife for a longer duration. Though the physical proximity is not possible, they are still in touch, most of the time emotionally and cognitively, or at least they are aware, what is happening in his family.

In some cases, though the non-resident father makes his life mostly sacrificed for his family and children, sometimes it doesn't repay. It was painful to hear that in some families, they view non-resident father as an alien at home and his arrival at home to stay with the family is viewed as an external intervention to the

usual functioning. He disturbs the pattern and system that the family is accustomed to which the mothers have created, as a single proximal parent. When the father comes home for a vacation, the pattern gets disturbed and later some mothers complain that they find it difficult to manage children for some period after the father leave home completing the vacation.

Some fathers talk less, but their presence at home itself makes the difference. Some adolescents report that though their father is not a talkative person, or is not available for long informative conversations, they don't doubt their father in the matter that their father loves and care for them is any less than other fathers. He expresses his love and care in simple and subtle ways.

Role Model

Table 4.13: Subthemes that describe 'Role model'.

- Should not get angry often and make fuss of the situation, avoid loose talks, be able to control his expressed emotions. Model for how to behave with others (to be a gentle man).
- Socially committed, educated, sincere, loyal, hardworking, energetic, honest, altruistic, forgiving, humorous, social, neat, punctual, forgiving, faithful, trustworthy, kind, lovable, respectful, behave well with others, have good image among people, organized, not lazy. Be assertive in his relationship with his friends, able to adapt and adjust to situations.
- Role model for how men behave, feel and understand matters. Hard working but not workaholic, be a good family man, have good financial planning, have a behavior that make us proud of being born to him
- Not addicted to any drugs, alcohol, smoking, social networking sites/internet. Should have faith in God, Face challenges without fear, Responsible for his words (keep his words).

Father being a role model, is a guide to life, help the child find his way to deal with situations. Child modeling his/her father in the way he behaves with people, understanding the way 'men' behaves in different situation with different people etc.

A role model is someone whom people admire and try to imitate. As per the adolescent reports, fathers are one of the primary role models and describe father as the head, pillar and root of the family. They are proud of their father; they say that having an involved father is the greatest gift of God to any child. He is the super hero in their childhood years who is able to do many things. This idealized image changes as the age progress. Adolescents say that, in majority of the instances their fathers are the ones who inspire them to learn and practice many good qualities.

Harris and Howard (1984) with the support of their study, says that, adolescents frequently claim their resemblance to their father, not because they have any issue with the mother, but because, they wanted to "represent a figure more familiar with, and more successful in the outside world- the world in to which the adolescent is preparing to enter. Identification with such a knowledgeable member would lessen the anxiety about leaving the security of the family". Another study conducted by Seginer (1985) also supports this. It states that, perceived similarity with father related to daughters academic performance, whereas emotional closeness to father was negatively related to academic performance of adolescent son. Relationship with mother was not related to academic performance.

A 14 year old boy reported that

“The first thing that I sees when I gets up from the bed is my father reading the news paper and his behavior inspired me to read, to the extent that it turned to be an obsessive habit now”.

It is seen that many of the fathers’ characteristics are imbibed by their children in some or the other ways. Father’s hardworking nature and the sacrifices he makes for the family, motivates many children to become better citizens in the future. They say that the reason behind many of the success that the child possesses is his/her father. The children prosper in the shades of their father and protect their children from all the dangers. The way fathers think critically, analyze, decide and problem solve can inspire and influence the child.

Some fathers follow some habits that adolescents view as unhealthy for themselves as well as for the family. Many fathers succumb to the peer influence or pressure. Such fathers’ reason their alcohol drinking behavior by stating that they do so because they are either happy, sad, and tensed and many more rational and irrational emotionality associated with causes according to their convenience which are beyond the understanding of their children, dear ones and the public. Meanwhile they report that there are some fathers who are genuinely taking effort to quit those bad habits and the children are happy about it. Krol (1983) tested the interdependence between the image of one’s father and the image of God among Polish adolescents. The adolescents were divided in to two groups as with ‘good’ functioning fathers and those having a ‘bad’ father (addicted to alcohol). The evaluation of image of father (among those with a ‘good’ father) and image of God

seemed to be highly correlated. Herzbrun (1993) found that the religious beliefs of adolescents were in consensus with their father, provided they were emotionally supported. Clark and Reis, in 1988, says that, mothers were influential in the practical application of religion among sons, but the beliefs were related to the father's theological and mythological orientation.

Many of the learning that is required to live in a society are mostly obtained from the interaction with their fathers. Adolescents say that their father is their first model. They always wanted to be like him irrespective of gender. This might be because of the notion they have acquired so far from what they have seen in their daily lives. They are accustomed to the system where male are being given higher status in every spheres of life which is a remnant or a reflection of the patriarchal system prevailing in the society. Some people even have a misconception that being short tempered and authoritarian to be masculine traits. But adolescent say that they hate people with those behaviors as it destroys the peace at home.

A girl of 15 reported that

“I am not happy with my father. I am more comfortable and attached to my mother. In my home he is just like an irrelevant person for me. He always shouts and destroys the peace at home”.

Relationship with Mother

Table 4. 14: Subthemes that describes 'Relationship with mother'.

- Express love and avoid emotional outbursts to mother. Learn regulate emotions, respect and consider opinion of hers.
- Enjoys the relationship with mother, feel happy and positive about marriage. Love, care and be kind to her, never make fun of or shout at her. Communicate with mother daily in a respectful manner, include mother in family decision making. Do activities for the family together, shares the responsibilities at home, should respect the efforts of the mother for the family.
- Resolving misunderstandings/ conflicts at home with ease, avoid egoistic issues between parents. Understand that when parents fight and both try to win over the other, the one who fail is the child. Should not insist adolescent to take sides of either mother or father if conflict arises.
- Not hostile towards mother's relatives or talk ill of them, behave well with mothers relatives.

The adolescents expect to have a father-mother relationship to be positive, close and friendly, expressing love to each other, enjoying the mutual relationship, resolving misunderstandings and conflicts with ease, discussing with each other to make decisions on matters related to their children. Mother-father relationship is an important aspect in fathers' involvement with the child. When there is a beautiful relationship between them, the child is the best beneficiary. Father by supporting the mother, he is supporting the child indirectly. The reports suggest that all the adolescents expect their fathers to have a good relationship with their mother, respect and behave well with her, discuss and make decisions about the family

together. They report that their mother is the most important person in their life and people should value the unpaid work she does for the family.

The greatest gift any father can provide to their child is to love their mother. One girl expressed her poetic view on father-mother relationship as follows.

“The mother is the light of the house and the one who has to keep the flame in brightness is the father”. (16 year old girl)

If the father mother relationship is fruitful, the children have the love and care from two parents, along with that the interaction effect of their attachment to each other.

One boy of 15 years said:

“My father was staying away from home for a long time for professional reasons. My mother found it very difficult to look after and take care of children all by her own. Now my father got a job transfer to the neighborhood and is staying with us. Hence my mother seems to be very relaxed since she can share the responsibilities”.

For one or the other reason there occurs conflict between father and mother. Adolescents say that, though there are differences in opinion between them, a basic trust and love should exist that bond them together. Conflicts create tensions in the family. Some conflicts are of short duration and some last longer. When there are conflicts, adolescents find it difficult to take sides. Both mother and father want to win and their ego does not allow them to settle. There the children are the scapegoats. Adolescents wish that, both their parents take the initiative to resolve the conflict at the earliest and maintain peace and happiness in the family.

Sometimes father help their mother in her household domestic activities. A girl reported that

“The day turns to be great, if everybody at home join hands together to do the domestic chores or gardening, tidying the lawn etc, together”.

Some fathers never value the efforts from the part of the mother. Mother usually does an unpaid job at home. She generally doesn't get any appreciation for the same. After all the work she does and the efforts she makes she gets the scolding and shouting from the other members of the family for silly reasons. This makes mother feel depressed. A warm support from the part of the father can change the whole situation. A caring word or a warm touch from father will ventilate all her negative emotions. Adolescents of both gender are good at empathizing with their mother.

In case of divorced or separated parents, the children say that they are the ones who suffer for the reasons that they are not even aware of when other children have both parents to support them in various situation, they have only one parent or literally none. Both mother and father do things to win over the other and they fail to understand the real needs and feelings of the child. Both talk ill of the other and it makes the child to lose trust in any relationship.

One girl of 17 reported about the concept ‘father involvement’ with anger that

"Father- It is the worst word of my life. He is the only person I hate in this world. He is the worst father in this world. He is irresponsible, uncaring and moreover he equally behaves badly with me, my mother and my siblings. He thinks that he is the most important person and tries to overrule us. He always finds negatives in others and never looks into himself. He is a drunkard, and I am afraid of him. He has even tried to sexually abuse me. I am just waiting for the day when I will get rid of him. I

hate him till my last breath. I don't understand the logic why my mother has to suffer this much”.

Later, after the data collection, the whole batch was given an awareness class on sex abuse, and the girl reported the issue to the school authorities and the case was dealt legally by the childcare authorities.

Another 17 year old girl reported fathering as a hopeless experience

“My father is avoiding me and my mother. He is living separated from us. I don't know the reason why he left us. Only, a child who does not have a 'father' knows their value. When I hear the word 'father' the figure that comes to my mind is the sympathetic face of many. I am a child born without seeing my father. I am a fatherless child for the public. I hate people's sympathy. Some make fun of me and my mother. My father left us before I was born. Why are people not able to see us as normal people? We are being harassed for the reason that is not our mistake. This is unfair”.

Defining the construct 'father involvement'

The 13 themes that emerged from the rich descriptive data obtained from the interpretive phenomenological analysis of self reports, using Duquesne method of empirical phenomenology and hence formulated a definition to describe the construct.

“Father involvement, is defined as, the roles that father takes up in bringing up his offspring which includes, nurturance, protection, provision, acceptance, understanding, guide to the outside world, taking responsibility, discipline, academic assistance, time spend together, provide support, role model and have good relationship with mother”.

Phase 1.2: Father Involvement within the 13 domains based on gender and age

Michel Lamb, one of the pioneers in fatherhood research summarized that, “one of the very important influence a father can have on his child is indirect and fathers influence their children mostly through the quality of their relationship with their mother. A father who has a good quality relationship with the mother of their children has more probability to be involved and spends more time with their children and thereby facilitates psychological and emotional health. Similarly, a mother who experience affirmed by her children’s father and who enjoys benefits of a happy relationship is more possibly a better mother”. Indeed the quality of relationship influences the parenting behavior of both the parents. Snarey in 1993 suggest that father involvement has association with marital satisfaction during midlife and involved fathers have better chance to be happily married for ten to twenty years after the first child is born. Eggebeen and Knoester in 2001 added that such fathers are more connected to family. A good family man will always be a good father.

When the responses were critically analyzed in detail, there were some evidences suggesting that there are differences in the perception on ‘father involvement’ based on gender and age. Here the variation in the perception of the construct father involvement, based on gender (male versus female) and age (early: 13-15 years versus late adolescents: 16-18 years) is analyzed.

In the following paragraphs, the investigator tabulate, compare and contrast each domain identified in the previous stage of enquiry based on age and gender and discuss it with the existing theoretical literature related to the concept.

Nurturance

Table 4.15: Classification of responses on ‘nurturance’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age)

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Providing best environment/ opportunities to grow / flourish. 	<ul style="list-style-type: none"> • Help face novel situations • Encourage and nurture ideas and views 	<ul style="list-style-type: none"> • Motivate to dream and act towards success.
Female	<ul style="list-style-type: none"> • Comforts when afraid of darkness. • Address using sweet/touching pet name. • Create pleasant surprises. 	<ul style="list-style-type: none"> • Calms uneasy situations in humorous ways. • Providing space to share positive and negative emotionality. • Warm close relationship 	<ul style="list-style-type: none"> • Companionship. • Encouraging adolescent in their activities
Common (for both gender)	<ul style="list-style-type: none"> • Attending events that the adolescent participates in. • Have warm close relationship • Help with daily activities 	<ul style="list-style-type: none"> • Interested in the adolescents overall development. • Motivates to do exercises 	<ul style="list-style-type: none"> • Love, care, kindness. • Help develop/flourish even by sacrificing his own wishes • Tell adolescent that father love them.

Boys are expecting more cognitively stimulating, physically active, competitive and motivational experience from father while girls' expectations are more emotionally loaded remembers more pleasant experiences and enjoys comfort in the presence of father. Both male and female adolescent like to have a close relationship with father. When moving from the early to later years of adolescence, the individual need for autonomy increases and hence start moving from dependency to independence. Complexity of father - son relationship increases during adolescence. There are frequent arguments with the mother, and greater distancing from father. The increase in conflicts is mostly attributed to the change in adolescence acceptance of parental authority. When the child was young son may enjoy affectionate touch. But when they grow and turn to an adolescent, there is a decrease in the acceptability of touch between them, and son wish for distance, but that wish is not always respected. The gap between the perceptions of father and son increases and that in turn increases conflict. Adolescents' attachment to friends increases. Adolescent wish for growth and some fathers may be perceived as the person who undermines the process. Developmental changes and sexual maturation lead to changes in patterns of parent child relationship and when the changes happens the sons and fathers must renegotiate their relationship (Shulman & Shulman, 1997).

Girls even in the late adolescents enjoy being close to their father than boys. Fathers, although they are the protectors, daughters and fathers can become strongly attracted to one another. Although relationship is supposed to be strongly desexualized, an intense relationship may continue to exist. Both daughters and fathers alike will have to learn to manage their closeness. If daughter's sexuality is not well managed especially when the relationship is too close, daughters may be pressured by the incestuous demands of her father (Wlillbern, 1989).

Protection

Table 4.16: Classification of responses on ‘protection’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Teach traffic rules. • Teach swimming. 	<ul style="list-style-type: none"> • Teach basic first aids • Concerned about adolescent gangs /bad company. • Concerned about drug mafia in the neighborhood 	<ul style="list-style-type: none"> • Concerned about games / sports accidents. • Provide chance to learn karathae and kunfu
Female	<ul style="list-style-type: none"> • Advice to be cautious with strangers / people the adolescent interact with • Provide a private/safe space at home (build fence). 	<ul style="list-style-type: none"> • Concerned when adolescent go for a long day and night trip or tour from school. • Concerned about sex rackets in the neighborhood. 	<ul style="list-style-type: none"> • Keep away from dangers
Common (for both gender)	<ul style="list-style-type: none"> • Make them feel relaxed/free to explore • Insist on personal hygiene • Enquires special occurrences at school. • Safety precautions at home, and surroundings. 	<ul style="list-style-type: none"> • Insist to avoid fast/ junk foods and drinks. 	<ul style="list-style-type: none"> • Insist to drink clean, boiled water. • Stress on neatness, tidiness (bath and brush daily/twice a day) • Nurse when ill/ provide best of the available treatments. • Monitor nutrition

Rubin, Provenzano and Luria, in 1974 suggest that, fathers usually describe their new born daughters as delicate, weak, cute, little and beautiful and the affection and vocalization to babies is greater if it is a female. Fathers excessively protect daughters, and inhibit their autonomy. The current data supports the statement that fathers are more protective in case of girls than boys. For girls, father stress safety within the relationships, the concerns are more specific based on the gender stereotypes, about the strangers and sex-rackets. In case of boys, father fear that their son may get into trouble like substance abuse and are concerned about the peer pressure, peer influence and the ill behaviors in the gang activities, bad companies and criminal behaviors. Fathers are strict on general safety measures like obeying traffic rules and make the adolescent abide to strict rules. In the early adolescent years, the fathers care about general cautions to protect the child, like hygiene, play environment, etc. Towards the later years, the rules become liberal and the father realizes and equips the boy or girls to be self sufficient to face the world around. Fathers are more concerned about the physical hygiene in the early stages of adolescence while in later years is more concerned about the psychological and social hygiene.

Historical perspectives of father - daughter relationship seems to have changed much when compared to present condition. Earlier daughters were to fulfill various functions for the father. Women were the connecting link between male groups. During marriage ceremonies father refers to his daughter as a gift. The marriage ceremony symbolizes the attitude of daughter as the property of father still in the contemporary society as well. At the wedding, at the time of marriage, the

question is asked. "Who gives this woman to be married to this man?" Here the first authority to answer "I do" is the father, thereby affirming the matrimonial unity to another man. The mothers of 'bride' seem to be irrelevant at this act. It is the father who hands over his daughter to another man, and her "belonging" to another man is legalized by adopting the husbands' name (Shulman & Shulman, 1997). Boose (1989) reports that although contemporary women sometimes change the matrimonial ceremony to be more egalitarian and remove the emphasis on the brides' traditional vows of obedience, many independent daughters still choose to be "delivered and given away" by the fathers. Daughters were seen as fathers' property. They submit themselves to the father "the law" to the point of worshipping him. According to the Freudian theory, the unresolved longing of the daughter for her father happens. The daughter is disappointed with her mother, who has given her insufficient genital equipment, and unconsciously wishes for a penis. Penis envy leads to an identificatory love for the father, which evolves into strong relationship with him (Willbern, 1989).

Provision

Table 4.17: Classification of responses on ‘provision’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Provide place to play, help in making play homes. • Buy outdoor game articles like ball, bat, rackets etc 	<ul style="list-style-type: none"> • Financial needs • Provide clarity of thought • Provide ideas and views 	<ul style="list-style-type: none"> • Bought vehicles based on the physical growth and skill.
Female	<ul style="list-style-type: none"> • Buy new trendy / fashion dresses and fancy items. • Gets chocolates to distribute in the class on special days. • Throws birthday parties/gifts. 	<ul style="list-style-type: none"> • Buy gold or other ornaments • Provide toilet and bathroom facilities. 	<ul style="list-style-type: none"> • Bought cake, ice cream, chocolates
Common (for both gender)	<ul style="list-style-type: none"> • Cook favorite dish for child on special occasions. 	<ul style="list-style-type: none"> • Get mobile phones/ camera/ technological gadgets insist use with responsibility • Pocket money 	<ul style="list-style-type: none"> • Meet basic needs of food, clothing and shelter • Leave favorite dish to his children. • Meet material needs book/bag/pen etc, indoor game articles like chess, snake and ladder, ludo etc.

Fathers provided the offspring with age appropriate and gender specific commodities (the specificity depends on how and what parents perceive as the child's need is). This can have an influence on the development of gender identity among adolescence. The need for the adolescent varies based on gender and years of age. As the age progress the bodily, psychological, and social tendencies of the individual changes and hence the requirements also vary. At earlier stages the needs were mostly concrete or material and were more play oriented after the satisfaction of the basic needs, but at later age needs are more abstract in nature like psychological, communicative, cognitive, and social. Adolescents comment that the provision of ideas, values, and guidance also as the needs to be satisfied by the father. The requirement for males and females varies to a greater extend when the age progress. The needs depend mostly on the gender stereotypes of the social system they live in.

Fathers play a very important role in child's, girls as well as boys' acquisition of sex-role typing. Although the fathers influence on the child's sex-role tying is still relatively undefined, data from the 1950's and 1960s' suggest that fathers are much more actively and personally concerned with proper sex role acquisition than mothers are. Fathers are particularly opposed to feminine behavior in their two to four year old sons; they are likely to worry when their sons appear unaggressive and unwilling to defend themselves (Goodenough, 1957), but they rarely express such concerns about non aggressiveness in their daughters (Lansky, 1967). According to Aberle and Naegale (1952), middle class fathers are very concerned about that their children receive proper sex-role training. Fathers expect their sons to be masculine

and to go on to college and a good job; they expect their daughters to be pretty, sweet and affectionate and to get married. Mothers on the other hand, are less likely to differentiate between sons and daughters (Bee, Van Egeren, Streissguth, Nyman & Lecke, 1969) and have not been very strict to have very strong attitudes about sex-appropriate behavior. Though these studies are a half century back, these seem to be relevant in the current sample also.

Acceptance

Table 4.18: Classification of responses on ‘acceptance’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Should be impartial based on gender of adolescent 	<ul style="list-style-type: none"> • Accept and respect individuality • Being impartial to siblings • Should not talk ill of adolescent in public (cut jokes, embarrassing comments) • Provide space to communicate, and experience the world • Open minded to hear them without any prejudices and stereotypes • Understand and accept no one is perfect. • Should not be a barrier in adolescent’s love relationship 	<ul style="list-style-type: none"> • Have realistic expectations; make do things only at level and age of them
Female	<ul style="list-style-type: none"> • Should be friendly 	<ul style="list-style-type: none"> • Explain and discuss about their experiences • Have faith in their adolescent • Should forgive their mistakes 	<ul style="list-style-type: none"> • Should not scold or shout to them in the public
Common (for both gender)	<ul style="list-style-type: none"> • Appreciate their positive qualities. • Should not be a fearful person to his adolescent • Behave in a way that is with unconditional positive regard 	<ul style="list-style-type: none"> • Include adolescent in decision making • Should not compare with others • Should not view us as little kids • Being aware of our ambitions • Enlarge circle of freedom • Respect our views and should listen to us • Discuss about major occurrences in the life of father (earlier or current) • Listening to the views and concerns of adolescents 	<ul style="list-style-type: none"> • Accepting the adolescent as he/she is (abilities/skills/inadequacies/ disabilities) • Encourage to come up with ideas, resolve conflicts/issues, and to grow/flourish

During early adolescents, there were fewer remarks on behaviors related to 'acceptance' from the part of the father. There were general needs of acceptance and there was no significant difference based on gender. But, later years shows much compliments and criticism. As the child grows, the father's expectations also grew, and the adolescent may find it difficult to meet them since they are in a transition where they are facing many challenges. They have to adjust and adapt to quit a lot of physical and psychological changes. This might lead to a friction in the relationship. Late adolescents complaints father for being partial based on gender (gender stereotyping less appreciated), the need for acceptance are more egocentric, and they expect fathers not to block growth and development. Increased longing for independence and autonomy make late adolescents (mostly boys) to have more to comment upon acceptance of them as an individual.

Fathers have a high expectation for boys than for girls, to be competent enough to raise the legacy of the family. The culture, were the current data was collected, have the system of marriage where the male bring in the bride to their homes and they gets settled and the daughters are usually, sent away from home in marriage and they become the part of the in-laws family. Hence the fathers have a tendency to see son as their heirs and they are given more responsibility. Conflict is solved when father is able to respect the son's separation and nevertheless maintain an ongoing relationship. Subsequently a close relationship between father and son can develop, whereby the father not only respect and affirms his sons' independence but also offers his blessings for the emergent manhood. The older generation is required to relinquish control, as the younger generation lessen dependencies and attains control (Shulman & Shulman, 1997).

Adolescents self reports show that initially, that is at a younger age, the feeling that predominated father – adolescents relationship was fear. They don't

know the reason exactly. One reason may be the way paternity is pictured in the traditional culture. But later on, when the age progressed, fathers became friendlier with course of time. Fathers' have dreams about children, and when the dreams are realistic adolescent are comfortable in the relationship. When the gap between the expectation and reality widens the friction in the relationship becomes more prominent.

Themes that fall in to the domain 'acceptance' are mostly reported by males than females and the need for independence and autonomy is more expressed during the later years of adolescents. The adolescent's transition from dependent childhood to an independent adulthood is evident in the responses. When the girl steps into adolescence, there are many changes that happen and there are many adjustments that have to be made. Pubescent has to adapt to the physical, psychological, and social changes. As Lerner, (1985) report changes in physical appearance and pubertal maturation evoke differential expectations and behavioral reactions from significant others. The maturing and pubertal adolescence, preoccupied with their emerging sexual drives, may contribute to the changes in their relationship with others. Differential reactions of others act as feedback and influence further development. Parents' ongoing perception of their maturing daughter as a child is a source of disagreement and conflict. It persists till the parent advance towards perception of adolescent as mature and adult like. Till than the unease in family is expected (Collins, 1990).

Salt in 1991, in a study found that fathers and adolescent sons also keep a respectful distance between though they enjoyed affectionate touch previously. The respectful distance may signify the father's acknowledgement of the physical changes that are happening.

Understanding

Table 4.19: Classification of responses on ‘understanding’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Being friendly- not be nightmares • Reduce restrictions(on time spend for play activities, hobbies and other leisure) 	<ul style="list-style-type: none"> • Should not overload with special courses and classes. • Understand that adolescents are not computers (do not overload) • Be liberal and democratic • Resolving smoothly when conflicting ideas arise (Differing ideas are inevitable. Do understand that) • Understand and accept that adolescent will have friends from opposite sex also. • Understand that adolescent have their own plans for life 	<ul style="list-style-type: none"> • Empathize and console in difficult situations. Should not shout without any reason.
Female	<ul style="list-style-type: none"> • Explain the prospectus and consequences of acts, not just advising. 	<ul style="list-style-type: none"> • Trust adolescent and father be trustworthy • Don’t make do things that they don’t like • Understand that not all opposite sex relationships are love affairs/dangerous 	<ul style="list-style-type: none"> • Understand mood fluctuations of adolescent even without verbalizing it and act accordingly.
Common (for both gender)	<ul style="list-style-type: none"> • Be jovial and humorous-not short tempered. • Explain matters at their level of understanding with clarity 	<ul style="list-style-type: none"> • Communicate effectively -not a one way communication. • Understand, new generation adolescent is living in a different time and space when compared to fathers. • Understand needs without asking for it- fulfill without frequent demanding/ nagging • Should not compel saying do this or do that. 	<ul style="list-style-type: none"> • Appreciate abilities and do not complain about disabilities • Forgive mistakes • Share positive and negative feelings • Know adolescents interest/likes/dislikes • Provide Freedom • Try to know the adolescent psychologically.

Late adolescents comment that there is a wide generation gap that exists between parents and them. The differences in the ideas and views become significant as the age progress. They expect their fathers to understand them better by empathizing with them, understand and accept their strength and weaknesses, expect parents to be more democratic, and to give affirmation that they are grown up. Adolescents do assure that they too will take up their role and do their best to reduce the gap. And another factor that the girls pointed out is that, fathers will have to take an extra effort to understand their daughters than their sons. Girls expect more of relationship and emotionally oriented understanding while boys longed for the acceptance of their individuality.

Sarigiani (1987) in a study, found that it was especially true among adolescent girls that affective and body image disturbances were associated with the nature of their relationships with their fathers, but not with their mothers. Ritvo in 1985, stated that, a father plays a pivotal role in helping solidify the feminine identity of his daughter during adolescence. By giving the girl the feeling that she can be "an object of desire", her sense of femininity can be enhanced. This should not be experienced within an atmosphere of over involvement, where the father undermines the daughter's relationship with the mother. In such a case the over involvement with the father may lead the girl to identity diffusion. If the father is sympathetic toward his daughter's moods, conflicts, aspirations and ideas, but perceives them as not entirely understandable - "it is difficult to know what a women really wants" - the daughter will learn how to charm rather than to take charge. Such fathers are warm, protective, sometimes strict, sometimes indulgent, but they

rarely deal directly with their daughter's emotional and intellectual issues (Shulman & Shulman, 1997).

When an individual enter adolescence they experience a feeling of omnipotence and grandiosity (Spruiell, 1975; Blos, 1985) and are reflected as egocentric behavior (Elkind, 1967). According to Blos, this sense of being the center of the world is challenged and the second individuation should consist of also the deidealization of the self, realization of the incapability and difficulties lead adolescence to experience feelings of sadness, fight, anger and abandonment. It is not uncommon to hear an adolescent claiming that "nothing will ever work out" or that he "will never accomplish anything great the world needs, admires, and loves (Blos, 1985). The father's ability to understand his son's inner doubts, and to be available, can help the son pass through such dysphoric periods when reconstructing his identity. Moreover, the deidealized father can then become a realistic model of manhood, and the son can identify with aspects of his father that complement him, and thus re-establish both the sense of identity and the father - son continuity. The proximity of two mature male may leads to conflict and struggle. The father and son are supposed to balance the separation, individuation and control (Shulman & Shulman, 1997).

Guide to the outside world

Table 4.20: Classification of responses on ‘guide to the outside world’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Teach manage time and money • Encourage participate group plays in the neighborhood • Teach basic rules of football, cricket etc 	<ul style="list-style-type: none"> • Increase opportunities to interact with people • informative and brains storming discussions on social issues (usually after dinner) • Encourage participation-sport, arts or other social clubs 	<ul style="list-style-type: none"> • Encourage to sharpen skills
Female	<ul style="list-style-type: none"> • Guide to behave with opposite sex /elders/teachers/others • Explain about the special occurrences in the neighborhood 	<ul style="list-style-type: none"> • Model of manliness / masculinity. • Invite adolescents friends home • Make think big /globally • Encourage to follow dream • Should allow to take risks at times 	<ul style="list-style-type: none"> • Inspire/ guide to success • Encourage to explore
Common (for both gender)	<ul style="list-style-type: none"> • Provide general knowledge • Guide to find focus in our life • Ask to read news paper, watch television news, educational channels and have discussion on the matters. 	<ul style="list-style-type: none"> • Moulds attitude towards people/world/life/ relationships • Explain novel matters and experiences with clarity 	<ul style="list-style-type: none"> • Inform about the people/ behaviors/places / world around. • Father travels along (places/ tours /travel/ beach/ park/ family homes/ shops/ hotels/ market) • Strict on self presentation (neat dressing/bathing/ brushing / washing regularly) • Be a torchbearer to life • Should inflict a positive attitude • Introduces to his colleagues and other persons.

Being a guide to the outside world includes matters like implicitly teaching them how to spend time and money, introducing child to his friends and colleagues, discussing about the news in the news paper, television, and to take child to places outside home. These help child to know about people, places and behaviors and it becomes the base to form an attitude towards life and the world. Early adolescents were accepting suggestions from father but later they develop their skills in decision making and are self sufficient in exploration and are ready to take risks with or without knowledge of their father. Female are complaining that they have less chance to explore when compared to boys and their best means to know about the outside world is their father.

Fathers act as the bridge from the family (the micro system) to the outside world (the macro system). They are taking more efforts in the social development and achievement of males in late adolescents than that of the girls and during the early years. For males fathers give more focus to the skill development, achievement, success while for girls on the relationship building and socialization. Gilbert in 1989 suggest that at around the time of the oedipal complex the child enters the language defined system of culture and learns that he or she cannot remain forever under the mothers embracement. The child acknowledges that his/her social standing is assigned by the father's name (the law). The father represents the social order, which disrupts the mother - child dyad. For the boy this realization leads to a temporary frustration, but also promises a later accession to power, following the father. For the girl, the realization is that submission to her father can be the only source of power. Consequently, daughters may continuously submit to the will of their father and subsequently their husband (Gallop, 1989).

In the case of girls who are more attached to the family than the boys, pubertal development perturbs the strong relational patterns between daughters and parents. Daughter's sexuality, more than sons' becomes an issue for parents. They are less willing to grant autonomy to their daughters. One of the possible dangers that the daughters face related to the development is the "over socialization" through an overdose of parental affection, which the daughter finds difficult to give up later. Hence the separation - individuation process also becomes complex in case of daughters. The most challenging task for maturing girls is to negotiate between the natural inclination to be engulfed in relationships with their parents, and the developmental task of individuation (Bronfenbrenner (1979).

Fathers are less often described as supportive of their daughters' separation or encouraging their personal interests, as found in paternal relationship with sons. Fathers tend to interfere with their daughters assertion of their own ideas. Opinionated, assertive adolescent girls were perceived as acting in a manner inappropriate to her gender role (Bronstein, 1988).

The quality of fathers' emotional engagement shapes the daughters attitude to the two central issues of life. Love (the erotic excitement) and work (the endeavor excitement). The second is associated with the autonomy and self agency. Only if the father is sensitive enough to recognize his daughters need for self assertion, to understand its positive tones, and to support it, will the daughter be more capable of consolidation of her individuality (Shulman & Shulman, 1997).

Tessman (1989) analyzed life histories of women who developed independent carriers. They described their fathers as encouraging and stimulating their daughter's curiosity, exploration and independent judgment. Fathers tended to

involve their daughters in joint endeavors, showed trust in their growing capacities and did not treat them as the "little girl." It is interesting to note that in some of the cases these paternal attitudes emerged when daughter approached adolescence, where as earlier these fathers had seemed less involved and less interested. During adolescence, through their increased involvement fathers assisted their daughters to separate from their mothers and pursue their own interests.

Father involvement is positively correlated with children's overall social competence, social initiative, social maturity, and capacity for relatedness with others (Amato, 1987; Forehand & Nousiainen, 1993; Gottfried et al., 1988; Krampe & Fairweather, 1993; Mischel et al., 1988; Parke, 1996; Snarey, 1993; Stolz, Barber & Olsen, 2005). This impact begins early in child development. For example, Kato, Ishii-Kuntz, Makino and Tsuchiya (2002) found a direct influence of men's participation in childcare for children's pro social development among three year olds. The way fathers play with their children has an important role in a child's emotional and social development. Fathers can spend much of their one-on-one interaction with infants and preschoolers in stimulating, playful activity. From these interactions, children may learn to regulate their feelings and behavior. Roughhousing with dad can teach children to deal with aggressive impulses and physical contact without losing control of their emotions. Fathers can also promote independence and can orient to the outside world. They push achievement while mothers stress nurturing, both of which are important to healthy development. As a result, children with involved fathers are exploring the world around them more comfortably and are more likely to exhibit self-control and pro-social behavior.

Provide support

Table 4.21: Classification of responses on ‘provide support’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Attentive to mental states of adolescents • Support when mother scolds for playing out for long time 	<ul style="list-style-type: none"> • Support even if everybody turns against the adolescent • The best way to support is by believing what adolescent say than what other people talk about them. • Priority to adolescent’s life than socio-economic status in decision making 	<ul style="list-style-type: none"> • Stay with me in my good and bad situations • Not blaming/de-motivating/complaining about inadequacies
Female	<ul style="list-style-type: none"> • Encourage when dull • Comfort when unhappy 	<ul style="list-style-type: none"> • Make a space to open up all the emotionality, make feel free to express. 	<ul style="list-style-type: none"> • Encourage/motivate to work hard • Encourage curricular and extracurricular activities • Giving confidence for activities and new endeavors
Common (for both gender)	<ul style="list-style-type: none"> • Appreciate • Support and comfort during difficult and conflicting situations • Help with daily activities 	<ul style="list-style-type: none"> • Hold hands to move towards success • Help face the obstacles of life-support in decision making 	<ul style="list-style-type: none"> • Solve the issues at home • Attend to his adolescent • Be the backbone/strength • Support with novel, creative ideas/wishes/ ambitions • Mould to be courageous • Be the mentor

The need for support varies based on gender and age. Early adolescents believe that the support from father is essential for their life, but later they realize that they can do things by themselves and they need support only when they are stuck during some difficult situation. Boys think that the best way fathers can support them is by having faith in what they do, while girls view encouragement and comfort as support. An involved father can make a big difference, within the framework of a close relationship; fathers can support their daughter's individuation by acknowledging their independence within an atmosphere of guidance and advice. Fathers' interaction with daughters may provide experience in existing joint endeavors aimed at commitment to personal initiative and achievement (Tessman, 1982). Fathers can not only support the consolidation of the traditional female identity, but also encourage the attainment of personal goals reflecting the emerging role of women in the society. Tessman (1989) states that a supportive and autonomy encouraging relationship with the father during adolescence may pave the way for a new role for women that combines mutuality and autonomy.

In adolescent sons, disengagement from the mother is undoubtedly age appropriate, but a too close identification with the 'strong' father does not sound appropriate at the stage when independence should be pursued. When the son adopts completely the paternal attributes, the son faces the issues of an imitated identity and there occurs an absence of autonomous choice. Mostly father is the parent who is supposed to recognize and support the boys need for individuation. There is a continued need for parental support combined with criticism of parents, which shows how a son can be caught between submission to and at least

acknowledgement of the father's power on the one hand and urges for self assertion and individuality on the other. The son struggles between the murderous defense against submission, and a passionate yearning for parental acknowledgement of his manhood. The father fighting the son cannot be disconnected from loving him. The fathers and sons are torn between the assertion of a separate legacy on one hand, and cultivation of closeness and continuity on the other (Shulman & Shulman, 1997).

A study conducted by Snarey (1993), compared the socio-emotional, intellectual-academic and physical athletic development for childhood and adolescence. Socio-emotional support during both periods differed less but there was a decrease during the adolescents. The support for physical-athletic development showed a subsequent decrease while the support for intellectual-academic development showed a noticeable increase. The support was age appropriate and in relation to the pace of developmental occurrences.

Take Responsibility

Table 4.22: Classification of responses on ‘take responsibility’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Be available (though not physically at least psychologically) 	<ul style="list-style-type: none"> • Concerned of food fads (junk foods, soft drinks) • Father should neither be a spendthrift nor a miser. 	<ul style="list-style-type: none"> • Concerned about spending time on television, social media, games, and mobile phones
Female	<ul style="list-style-type: none"> • Know the child. 	<ul style="list-style-type: none"> • Set rules of home to confirm smooth flow and safety of the family. • Freedom with limits, • Enquire, have contact with friends their families of adolescent and keep in touch • Get ready with the materials required for the marriage of offspring 	<ul style="list-style-type: none"> • Take care of all the needs of child
Common (for both gender)	<ul style="list-style-type: none"> • Enquires about occurrences on the school-home pathway. • Intervene before troubles get in • Think critically, analyses - help decision making to resolve issues. • Share responsibility of home/kitchen/ family • Sacrificing own wish/preference/ lifestyle to satisfy offspring’s needs • Takes to school daily or if the school vehicle doesn’t show up • If forget lunch box to school, father takes it to them. 	<ul style="list-style-type: none"> • Knowing the child /his surroundings/ people he interacts with. 	<ul style="list-style-type: none"> • Sacrifices basic physiological needs like sleep, food etc to provide offspring • Stays away from home, work hard, to meet the economic needs of the family. • When offspring is ill, hospitalize, stay awake, nurse, get best treatment at any cost. • Moral teacher, decision maker of the family. • Concerned about academics and non academic behavior • Fulfill the responsibilities as a father • Never allow to skip any meals. • Takes-in only after confirming child has consumed • Concerned of the health status • Present at parent teacher meetings

Early adolescents see the satisfaction of needs of the daily life or the day to day requirements as father's responsibility while late adolescents view the responsibility in a broader sense which includes the life related responsibilities. Girls, view that making the adolescent secure while, boys see the overall development of the individual as the father's responsibility.

Historical trends show that women were perceived as property of their fathers, and later their husbands and if husband dies the authority goes to the eldest son. In modern times, though relationship is given more importance by women than men, women look for personal autonomy and many pursue careers. And there are fathers who support and encourage daughters to strive for autonomy. Females perceive themselves as embedded in relationships, and regard them as important to secure connectedness (Gilligan, 1982). Even during adolescence, parents (and fathers in particular) tend to keep their daughters under their control, and psychologically, convey the message that the girl needs her father's protection. They show less encouragement to their daughters differing views (Grotevant & Cooper, 1985).

Academic Assistance

Table 4.23: Classification of responses on ‘academic assistance’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Enquire about class room behavior • Enquire about grades, go and meet teachers and discuss about performance • Takes to places to give exposure to other cultures, tribes, ethnic groups, cities, towns etc. 	<ul style="list-style-type: none"> • Subscribe science, health and social magazines • Changed place of stay for sake of better education • Discuss about political and economic issues. • Taught driving bike/ automobiles, swimming • Teach simple plumbing and electrical works. 	<ul style="list-style-type: none"> • Helps with difficult subjects and tasks. • Encourage to get involved in sports, read news papers, watch television news or some other educational channels. • Enquire about the child attendance and progress in school • Explain the needs of being disciplined and punctual at school, opportunities, carrier etc
Female	<ul style="list-style-type: none"> • Stay awake if the child plans for early morning or late night studies, • Teach spelling, correct them if wrong • Help with homework, assignments, projects • Enrolled in to drawing and music 	<ul style="list-style-type: none"> • Encourage children to participate in curricular and extracurricular activities, 	<ul style="list-style-type: none"> • Concerned about grades and school achievements.

	<p>classes,</p> <ul style="list-style-type: none"> • Motivate children by offering gifts for being good and excellent at school check whether their books are neat and clean 		
<p>Common (for both gender)</p>	<ul style="list-style-type: none"> • Explain about types of fishes, medicinal plants, insects, birds, stars, trees and other wonders of nature • Help to set time table for study, • Play word games, general knowledge quiz. • Provide educational toys, subscribe educational magazines and other story books, • Read for his children • Discuss academic matters with children • Sometimes discuss subject matters • Take to science museum, planetarium, art gallery 	<ul style="list-style-type: none"> • Take adolescents to art galleries, libraries, get library memberships, bookstores, enroll children in to special courses • Takes to museum • Encourage reading • Debating on some topics 	<ul style="list-style-type: none"> • Pay school fees, tuition fees, bus fare and other fees, • Buy books, dictionary, news papers, bag, pen, guides to study. • According to the skill and ability of father, help with academics • Present at parent teacher meetings • Enroll for tuition • Give money for study tour • Train in critical thinking, Analytical reasoning and decision making • Encourage learning of new skills • Clarify doubts

An involved father in the academic matters of the child can bring in a lot of difference in the later success of the individual. One girl reported as follows

“My father supports me to continue my schooling without me getting married at an earlier age. Though there are stresses from the part of society to give me away into marriage, I am allowed to go to school. My father told me to be responsible of my academic excellence while he will take care of the issues and challenges of educating me”. (18 year old girl)

Earlier, fathers were focusing on the education of sons than their daughters. They were more happy and satisfied with the achievements of male offspring. Now the scenario has changed. Fathers are equally concerned and take pride in education and success of his children of both genders. They are ready to spend a significant portion of their earning for their education which is viewed as a greatest asset. They expect their daughters too to be strong and self sufficient. Forehead and Nousiainen (1993) conducted a study by analyzing the perception of adolescents on their parent and their functioning at school, and it revealed that, fathers were usually perceived as less involved parent but, the father involvement rather than mother involvement seemed to be a significant predictor of the functioning of adolescent in schools. The reason the researchers suggest for this effect is that, adolescents are more eager to get approval from their father than their mother, since father’s acceptance is less available and is more conditional than mothers. Positive father child relationship, together with high intellectual and carrier expectation are related to adolescent daughters’ academic achievement (Deb & Gulati, 1989). Fathers always long to hear about the achievement of their children.

The academic assistance provided by father varies in depth also as the age progress. Early adolescents are more dependent on fathers and hence the fathers can play a critical role in providing the adolescent with a strong base in academics. During the earlier stages the fathers' priority is providing the adolescent with basic education, as the age progress higher level of knowledge acquisition and self sufficiency becomes the priority. Some fathers teach minor technical, electrical and plumbing works that can be helpful for domestic purposes and also becomes the job in hand. This mostly happens to boys than girls which can point to the gender stereotyping in domestic task allocations. Girls are more engaged in domestic tasks together with the mother like cooking, cleaning, washing, etc. For girls, creating basic academic environment is the priority of fathers while for boys they motivate, encourage, prepare them to live, survive and excel.

Carter in 1989 claims that as the middle class families changed and the scenario came where fathers might spend a fortune on the education of his daughter, but may not expect significant personal achievement of her. Instead feel pride himself on his strength in the accomplishment, reward compliance and dependency on the part of his daughter. Some daughter seems to fit well with this pattern. There the daughters have strong need for fathers' approval of their actions and choices and do not pursue an independent track. They value the achievement in the "new" males of their lives, namely husband and son. A study conducted by Lozzof (1984) found the impact fathers had on three groups of competent college female students. The first group consisted of students who were achieving academically, and were interpersonally effective as well. These women tended to recall their fathers as

energetic and ambitious man who encouraged them, even though they frequently disagreed with their fathers views. Students in the second group were achieving academically but were socially incompetent. These women tended to recall their fathers as aloof, often demanding. The third group consisted of students who were academically incompetent but were described by peers as socially competent. These students tended to have fathers who adhered to rigid sex-role definitions and did not encourage their daughter's academic achievement. Heath and Heath (1991), similarly found that vocationally successful women recalled their fathers as having high expectations for them, and encouraging their academic achievement.

A study conducted by Nord and West in 2001 suggest that school aged children of involved fathers are better academic achievers and that they are more likely to get high grade points. They have better quantitative and verbal skills (Goldstein, 1982; Radin, 1982) get better achievement test scores, obtain higher scores on reading achievement, have higher grade point average, receive superior grades, learn more and perform better in school or perform a year above their expected age level on academic tests (Astone, McLahanahan 1991; Blanchard & Biller, 1971; Cooksey & Fondell, 1996; Feldman & Wentzel, 1990; Gadsen & Ray, 2003; Goldstain 1982; Gottfried, Gottfried & Bathurst, 1988; McBride, Brown, Bost, Shin, Vaughn & Korth., 2005; McBride, Schoppa - Sullivan, 2005; Shinn, 1978; Snarey 1993; Wantzel & Feldman, 1993). Father contact was also associated with better socio emotional and academic functioning in school related areas, for children, with single or married adolescent mothers (Howard, Leferee Borokowski & Whiteman, 2006). A father's academic support was positively related to

adolescent boy's academic motivation to try hard in school, feel their grades are important, and to place a high value on education (Alfaro, Umana-Taylor & Bamaca, 2006).

Children of involved fathers are more likely to enjoy school (National Center for Education Statistics, 1997) have positive attitude towards school (Flouri, Bachanan & Bream, 2002; Flouri, 2005), participate in extracurricular activities and graduate. Children of involved fathers are more likely to demonstrate more cognitive assessments (Lamb, 1987; Radon, 1994) and have higher IQ's (Gottfried, Gottfried., & Bathurst, 1988; Honzik, 1967; Radin, 1972; Shinn, 1978). They are less likely to fail a grade, have poor attendance, be suspended or expelled, or have behavior problems at school (Aston & McLahanahan, 1991; Brown & Rife, 1991; Mosley & Thomson, 1995; National Center for Education Statistics, 1997); Nord & West, 2001; William, 1997). Children of involved father are more likely to have higher levels of economic and educational achievement, better educational outcomes, higher educational attainment, career success, high educational expectations, occupational competency and psychological wellbeing (Amato, 1994; Barber & Thomas, 1986; Barnett, Masshall & Pleck, 1992; Bell 1969; Flouri, 2005; Furstenberg & Harris, 1993; Harris, Furstenberg & Marmer, 1998; Lozoff, 1974; National Center for Educational Statistics, 1997; Snarey, 1993). Fathers and mothers involvement at age 7 independently predicted educational attainment by age 20 for both sons and daughters indicating their early father involvement can be another protective factor in counter acting risk conditions that might lead to later low attainment levels.

Discipline

Table 4.24: Classification of responses on ‘discipline’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Physical punishment • Insist to follow rules set by the authorities • Insist not to drive vehicles before 18 years of age 	<ul style="list-style-type: none"> • Advice to follow rules • Should not excessively care, protect and be friendly • Before advising they have to look into themselves • Control on late night stays outside home • In special instances accept questioning of authorities • Punishment by scolding, withdraw communication • Should not protect and care overly 	<ul style="list-style-type: none"> • Teach social behavior, values like neatness and punctuality, guide in the right path • Should not advice always • Should not be overly friendly
Female	<ul style="list-style-type: none"> • Insist on being organized • Sibling fights stop when father enter in to the seen • Teach to pray and to be organized 	<ul style="list-style-type: none"> • Warn if mistakes happen 	<ul style="list-style-type: none"> • Create awareness of right and wrong, and correct if go wrong

<p>Common (for both gender)</p>	<ul style="list-style-type: none"> • Tell moral stories • Teach etiquettes of social life 	<ul style="list-style-type: none"> • Explain prospectus and consequences of love affairs, drug abuse • Explain the reasons behind do's and don'ts during this age • Should respect privacy • Do religious activities together • Give importance to visiting religious places • Father not just being an advice provider without extending support • Clarify the why's of rules with cause – effect relationship 	<ul style="list-style-type: none"> • Warn if something dangerous is expected • Encourage good deeds • Guide the adolescent • He explains the ways in which children have to behave with and respect others • Pass culture • Freedom with limits (television, mobile phones, internet) • Punish by abstaining desirable objects • Cautious and strict about adolescents' bad companies or gangs • Explaining rationality of limits set • Stress on punctuality, being humane, charity, trustworthiness, honesty
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Fathers are widely described as strict disciplinarian, in some cultures fathers are described as detached and strict figures for adolescents and they expected to be respected and feared. Fathers punish their children than mothers by serving as models or by actively monitoring the adolescents, enhance self control in their offspring within the family and society. It goes with what Lacan (1977) suggests, that the fathers role is to introduce structure and societal rules to the child.

The report suggest that, in the earlier years of adolescents, the strict disciplining and physical punishments are more common, but towards the later years the mode of punishment changed to withdrawal of communication, limiting freedom, etc. The prospectus and consequences of deeds were explained and there were more 'advices' that the adolescents hate during the late adolescents. The disciplining became bit liberal and there were instances in which the adolescent retaliate and question the father (the authority). Girls usually approve disciplining them by fathers while, boys have a request to reduce the strict disciplining on them. Fathers seem to be stricter with boys while they are more liberal with daughters. But the limits over the freedom are set more on girls than boys. Some father-son relationships are indifferent. There is no friction during the initial stages of development. As the adolescent years progress the friction in father-son relationship increases and towards the end it decreases when they near adulthood. There is less verbal communication in father-son relationship when compared to father-daughter relationship.

Father-son relationship seems to be complex. It is a mixture of strictness and engagement. Sons are generously fostered and dramatically restricted by the father.

The father-son relationship exemplifies the basic societal issues like power sharing, intergenerational conflict and rivalry. To the baby son the father stares and refers to the son as "young man" and asks whether he have been good to his mother. Fathers' engagement with boy child includes patterns like intrusion, tapping and high-keyed stimulation typical to father's interaction with babies where the mothers react with tender dialogues (Shulman & Shulman, 1997).

Gecas and Schwalbe (1986) examined the relationship between perceived parental behavior (measures of control/autonomy, support and participation) and the adolescents perception of self worth (self evaluation as 'good', 'worthy', 'virtuous', and living to the standards of moral conduct) and self efficacy (sense of competence/effectiveness in dealing with the physical world). The findings were that, boys' self worth was most strongly affected by paternal control, and the control (perceived) exerted lead to higher self efficacy. Girls' self esteem (worth and efficacy) was influenced by both parents but fathers had a slight edge. Fathers support and participation impacted in higher self esteem of daughters. Boys learn from consequences of action and paternal control probably enhances this. Boys are more encouraged to emphasize mastery, agency, instrumentality and exploratory behavior (Block, 1973)

Resolution of the father - Son conflict occurs progressively. In the earlier years, there is intense aggression and possessiveness. Progressively there arise guilt about aggression and possessive tendencies and there is an attempt to compromise between aggression and guilt. Later on there is abandonment of aggressive and possessive tendencies. Fathers understand that they are not the owners of their sons.

Fathers authoritative, castrating attitudes, symbolically acted out are balanced by his educative, supportive role in promoting the boys emergence to adulthood. Parental control contributes to son's adaptive functioning and parental aggression roots out the childish and female characteristics in boys (Shulman & Shulman, 1997).

Gunsberg (1989) and Loewald (1979) suggested that son need to be able to be aggressive towards their fathers and to feel the father's retaliation. Aggression towards the father helps the son to give up the image of the powerful father and leads the way toward individuation. Moreover, by attacking the father - object but not destroying him the adolescent learns several important realities (Winnicott, 1969). It is possible to attack the father, as neither the father nor the son is destroyed by the attack. In addition, they can renegotiate their relationship on a more equal footing with the relationship reality bound. Hauser, Liebman, Houlihan, Powers, Jacobson, Noam, Weiss and Follansbee, (1985) study, adolescents can be critical of their father's suggestions and not look upon him with awe, as was the case in the past. Only through deidealization of the father is the son able to perceive him realistically and re-establish a mature and loving relationship with his father.

Time Spend Together

Table 4.25: Classification of responses on ‘time spend together’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> • Tell stories of father’s school, childhood friends, stories • Takes for a stroll 	<ul style="list-style-type: none"> • Friendly and informative discussions • Discuss community/society or worldly current affairs. 	<ul style="list-style-type: none"> • Play outdoor games like badminton indoor games like chess, caroms
Female	<ul style="list-style-type: none"> • Engage in mischievous silly and acts together for fun 	<ul style="list-style-type: none"> • Sit and talk together for hours (generally after dinner) • Share experiences 	<ul style="list-style-type: none"> • Narrate stories of childhood, school, and college
Common (for both gender)	<ul style="list-style-type: none"> • Eating, playing together 	<ul style="list-style-type: none"> • Should be psychologically present with us 	<ul style="list-style-type: none"> • Engaging in domestic chores/ gardening, cleaning, farming • Helping mother with her tasks • Outing, shopping, tours and travels • Non-resident father-hence no direct contact-keep communication alive via technology.

In the early years of adolescence, the time spend together were mostly for physical activities which are more concrete like eating, playing, gardening, volunteering domestic chores, eating together, and they enjoy the physical proximity with the father. Towards the later years, time spend together was more concentrated towards cognitive, emotional and social skill developmental activities. They just need the assurance that the father will be available for them when required and they expect more psychological presence than the physical. When the age progressed the time spend together are on discussions and sharing experiences. Daughters seem to be more mischievous, and engaged in funny acts, and are more relationship oriented with father and boys are bit serious, and cognitively oriented in their behaviors. Adolescents report that there is reciprocity in this behavior from the part of father also.

Fathers usually engage in leisure and play activities with their adolescents than mothers. During plays, each individual have similar status in interaction. There, they can assert one's own preferences and individuality (Youniss & Smollar, 1985). Fathers play a 'parental' and 'peer like' role. He is perceived as a parent who is more familiar with the world outside the family, and therefore he can be a greater source of such information than mothers. Although mothers were perceived to have a more intimate relationship with their adolescents compared to fathers, the level of maternal intimacy did not predict positive adolescent functioning (LeCroy, 1988).

When measured spending time together and relationship quality as index for father involvement, Flouri and Buchanan in 2003 found that, father involvement at age 7 protected against psychological maladjustments in adolescents from non-intact

families, and father involvement at age 16 protected against adult psychological distress among adult daughters in womenhood. Considering amount and type of contact as the index for father involvement, fathers positive involvement with children related to having fewer behavioral problems (Amato & Rivera, 1999; Howard, Lefever, Borkowski & Whiteman, 2006). Children who feel close to and do things frequently with their fathers display less antisocial behavior and are less withdrawn and depressed (Peterson & Zill, 1986). Fathers' involvement with children is also negatively related to the children's behavior problems, conduct disorder, and hyperactivity, bullying behavior and it provides a buffering effect for children in that it protects them from extreme victimization (Flouri, 2005). Girls, who live without their fathers are more likely to cheat, lie and not feel sorry after misbehaving (Mott, Kowaleski-Jones & Mehaghan 1997).

Research evidences suggest that fathers spend less time with children (Lamb, 1987) and hence are the least preferred targets for disclosure for adolescents (Seiffge-Krenke, 1986) have less knowledge of them perceived as less involved and less understanding, less affectionate and were more distant and less sensible when compared to mothers. With fathers the disclosure was less. But when the frequency of topics discussed were compared, it was seen that, adolescents discussed more mundane issues like emotions, family issues, etc., with mother and those related to future, profession, etc., with fathers (Youniss & Ketterlinus, 1987).

Distancing and detachment differs to a great extend. Fathers being less engaged serve as a developmental function. Distancing doesn't mean uninterested in adolescent, but giving them a bigger space. It helps in decreasing the friction in

relationship (Steinberg, 1987). Mothers' closeness usually interferes with the separation individuation process and may lead to conflict.

Usually, men emphasize and enjoy the separateness within the close relationship (Gilligan, 1982; Grossman, 1989). Hence fathers serve as a model for relationships where separateness is allowed and respected. It is not the amount of time spent together that counts, but the quality of presence (Ainsworth, Blehar, Walters & Wall, 1978).

Role Model

Table 4.26: Classification of responses on ‘role model’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age Gender	Early adolescence	Late adolescence	Common (for both age)
Male	<ul style="list-style-type: none"> Model for how to behave with others (to be a gentle man). 	<ul style="list-style-type: none"> Should not get angry often and make fuss of the situation. Should avoid loose talks Should be able to control his expressed emotions. 	<ul style="list-style-type: none"> Socially committed, educated, sincere, loyal, hardworking, honest
Female	<ul style="list-style-type: none"> Role model for how men behave, feel and understand matters 	<ul style="list-style-type: none"> Hard working but not workaholic Be a good family man 	<ul style="list-style-type: none"> Should have a behavior that make us proud of being born to him Should have good financial planning
Common (for both gender)	<ul style="list-style-type: none"> He should be organized and should not be lazy, be an energetic man 	<ul style="list-style-type: none"> Be assertive in his relationship with his friends Adapt and adjust to situations, behave well with others Should be gentle manly, behave well with others, have good image among people. Altruistic, forgiving, humorous, social, neat, punctual, and forgiving 	<ul style="list-style-type: none"> Not addicted to any drugs, alcohol, smoking, social networking sites/internet. Should have faith in God Face challenges without fear Faithful and trustworthy, kind, lovable and respectful Responsible for his words (keep his words).

Female child learns how to respond to man from her father (father teaches love, affection and acceptance as males see it). If not at home, they seek these in their male peers, which may lead to problems. Adolescent boys experience identity confusion and experiment on how to be a male. If not at home, they look for the role models at society, i.e., in today's contemporary movies, music and athletes give a perverted picture of manhood and the adolescents may imbibe an unhealthy view of the same. Bringing up children is demanding, stressful and often exhausting. Two adults cannot only support and spell each other; they can offset each other's deficiencies and build on each other's strengths.

Early adolescence reported fathers as heroes and there were tendencies of idealizations. Lately the father's social and family orientation was the behaviors that the adolescent appreciate to be the qualities that can be modeled. Boys like fathers who are very much oriented towards society while girls were impressed of fathers who were good family man.

Chodorow, 1978 presented a feminist approach as, the girl lacks an intense relationship with her father, when compared to the dyadic relationship that the boy has with his mother from an early stage. The more intense the relationship the daughter has with her father emerges in the oedipal stage. Therefore, owing to the lack of close knowledge of her father a girls' relationship with him may be more on the level of fantasy and lead to idealization. The daughter wishes to be recognized, loved, and valued by her father, whom she may not know well, but long for (Monreau, 1989).

According to Freud, the resolution of oedipal complex leads to the consolidation of sexual identity. Differential toilet training also contributes to the awareness of sexual identity (Shopper, 1989). Later, the physical maturation and pubertal changes reintroduce the issues of body self and sexual identity to the developing adolescent. Fathers have a role in the reassurance of adolescent's gender identity. With the onset of menarche, the nature and amount of physical contact with both parents change drastically. The physical contact with mothers were 'tolerated' more than with fathers (Schulz, 1991).

The parental support women had during childhood and adolescence was related to 'good enough' mothering as observed in their behavior with their partner, own child and other children. A women relationship with both her partner and son was more strongly related with her reported relationship with her father than her relationship with her mother (Uddenberg, Engelsson & Nettelblatt, 1979).

Lasser and Snarey (1989) conducted a study comparing the older adolescent girls at three different levels of ego development. The most mature girls had fathers who were continuously involved in their lives. Fathers often participated in athletic activities with their daughters, and in addition, the girls were able to disagree with their father openly, Adolescent girls at the conformist level-mid-range reported having fathers who were critical and who undermined their self-confidence. Adolescents at the lowest level of ego development reported having cold and remote fathers. Palmeri (1989), suggest that the message to the child is that the very existence of the child gives pleasure, gratification, comfort and nurturance to the father, first as the feelings that once came to the father from his nurturing parents.

Fathers enjoy seeing their sons as reflection of themselves. Fathers search for his own image in his son recalls the mirroring phenomenon. Son following the father's footsteps regulate the fathers self esteem. That is the son succeeding the legacy of the father adds to the self esteem of the father.

Usually, there is a perceived similarity mostly mentioned between father and son. Kirakegaard's conceptualized father-son relationship as a mirror. In 1847 he wrote that a son is like a mirror in which the father sees himself, and a son looks up to his father as a mirror of his own future. This points to the reciprocity in the father-son relationship and identity, and suggest that a unique sense of closeness exists between fathers and sons. Historically as well as to some extend in the current situation, fathers perceived their sons as their heirs, and tended to shape them as their own image (Shulman & Shulman, 1997).

Emihovich, Gaier & Cronin (1984) found a highly significant relationship between fathers own sex role beliefs and their expectations for their sons and it was also significantly related to the responses of the sons. 'Traditional fathers' promote their daughters to conform to traditional sex roles, but when fathers are highly involved, daughters were exposed to more egalitarian models (Snarey, 1993). Involved fathers do not eliminate the feminine tendencies of their daughters but add to the masculine perspective to the daughter's sex role orientation (Sagi, 1982). A study was conducted by Power and Shanks (1988) and the result shows that fathers encourage instrumental behaviors like assertiveness, independence, etc., while mothers encourage interpersonal behaviors such as manners and politeness and adolescent's involvement in domestic chores. Fathers support and show interest in

the suggestions from the part of adolescence than mothers (Hauser, Liebman, Houlihan, Powers, Jacobson, Noam, Weiss & Follansbee, 1987). Adolescents' educational aspirations and school grades were explained by their father's recognition and achievement (Smith, 1989).

Social learning view says that moral development is based on laws of learning. Here the behavioral aspects of morality are concerned. It deals with overt behaviors rather than emotional or moral judgment (Shulman & Shulman, 1997). The concepts that influence the development of morality are previous experiences, learning, reinforcement (reward and punishment) modeling etc. Since the children watch and learn, parents have a salient role. They may model their fathers as well, but father itself is not necessary. Researches on modeling suggest that children imitate warm, nurturant models. Childhood is the important time for the formation of moral character. Parents have a crucial role since they are the primary agents of socializing children. Their moral character may be shaped by family experiences. Father may not have a unique role, but both father and mother have an important role.

Relationship with Mother

Table 4.27: Classification of responses on ‘relationship with mother’ based on gender (male, female, and common for both gender) and age (early, late, and common for both age).

Age	Early adolescence	Late adolescence	Common (for both age)
Gender			
Male	<ul style="list-style-type: none"> Express love and avoid emotional outbursts to mother 	<ul style="list-style-type: none"> Enjoys the relationship with mother Feel happy and positive about marriage 	<ul style="list-style-type: none"> A discussion, before the final decision Not hostile towards mother’s relatives or talk ill of them.
Female	<ul style="list-style-type: none"> Communicate with mother daily in a respectful manner 	<ul style="list-style-type: none"> Understand that when parents fight and both try to win over the other, the one who fail is the child Should respect the efforts of the mother for the family 	<ul style="list-style-type: none"> Share the responsibilities at home. Do activities for the family together
Common (for both gender)	<ul style="list-style-type: none"> Never make fun of or shout at mother. Love , care and be kind to mother 	<ul style="list-style-type: none"> Include mother in family decision making No egoistic issues between parents 	<ul style="list-style-type: none"> Respect and consider opinion of others Learn regulate emotions Behave well with mothers relatives Resolving misunderstandings/ conflicts at home with ease Should not insist adolescent to take sides of either mother or father if conflict arises

Early adolescents like to see the father mother relationship to be more expressive while lately they expect the acknowledgement of the relationship and enjoying the process within as a positive father-mother relationship. Boys expect fathers to respect their mother and not to take them for granted while girls seem to be empathizing well with the role of mother, her difficulties and her need for approval. Without any difference based on gender or age, all the adolescents wish that their father and mother should have a very good and positive relationship.

Father - Son or father-daughter relation may come as a part of 'triadic father', where their relationships is a triad where there is father, mother and the son/daughter, or as 'diadic father', where the relationship is between just the father and the son/daughter. In the triadic relationship, the father is the source of help and support in preventing maternal engulfment (Tessman, 1989).

Non-optimal father - son relationship arise when some fathers are unable to distinguish between what they want for their adolescents and what their adolescents might want for themselves. In some case parents forces the adolescents to rely on the parent's ego instead of using and developing his/her own discriminating ego. Non-optimal father - son relationship occurs when there is a strong mother and weak father. This may lead to regressive behavior of adolescent son. He is unable to draw strength from his father or to identify with him. In some cases following maturation, the son leaves the father and relationship between the two are almost non-existent (Nachmani, 1992).

Lynn in 1974 has characterized the mother's role as very important in the father-daughter relationship. If the daughter believes that her mother truly cares

about the father and loves and respects him, then she can also feel free to develop a close relationship with her father without guilt and resentment toward her mother. Once the girl has experienced a close and warm relationship with her father, she can transfer the same feelings toward her father and towards a man of her own age when the time comes. According to Hetherington (1967), femininity in girls is related to the father's approval of the mother as a model as well as the fathers own masculinity and his reinforcement of the daughter's participation in feminine activities. The mother's femininity however is not related to daughter's femininity.

Studies suggest that the father-son relationship and father-daughter relationship, and the expectations with in vary to a great extend based on many characteristics like culture, ethnicity, community etc. Mothers and fathers may generally differ mostly in terms of the modes through which the child interacts with them; biologically the mother is tied to the direct mode of interaction and knowledge, and the father to the more indirect modes. That difference may be responsible for how the mothers and fathers are viewed. The female mothers are soft, nurturing, and protective because her interaction consists of types of direct activities; these interactions have their origins in biological function. The male father is less approachable, distant, authoritarian, and action oriented as a result of his indirect relationship to the child.

PHASE: 2 INTERPRETIVE PHENOMINOLOGICAL ANALYSES (Case Study)

Case study make use of data about the case, from various sources, by various methods, to an extended period of time and it helps to understand the processes and developments within and help explore data in a more detailed manner. The information collected is qualitative (verbal descriptions rather than measurement) and deals with the events and perceptions in the past (retrospective) as well as currently occurring in his or her everyday life. The participant reported the details of events in his or her point of view and the researcher provided a description of the behavior from interview, observation and other sources. From both together, the investigator interprets the information and decided, what is to be included and left out, based on the interest of the current research area.

The information collected through observation, semi-structured interview and psychometric tests were compiled and the result was a rich descriptive data which explains many characteristics about the individual, family, father, and relationships within. The investigator found it very difficult to limit the data in to essential components, to report and to represent it in a shorter form in the thesis. In the following paragraph, the investigator gives her best attempt to do justice to the data and to bring in the details from the abstractions. The analyzed whole data was reduced in to a comprehensive summary. All the four cases are introduced by including the characteristics of the individual, characteristics of the family, father as a person, features of the father-adolescent relationship, features of fathering, and how father involvement relates to the development and mental health of adolescent. Tables are presented to describe the themes that describe how father involvement relates to the development and mental health of adolescents for each case and another table describes the responses that are common for all the cases.

CASE STUDY A

(Informant: Participant A, mother)

Individual characteristics : Case A, is a 16 year old girl, first born child in a well settled family, with an above average intelligence quotient, normal physique, is excellent in academics, ambitious and hard working. Her significant others reported that she is good in initiating and maintaining social relationships have high standards of morality, good language and communication skills, healthy life style, good at emotional regulation, creative and like to do art and craft works, have decision making and problem solving skills as for her age. They said that she act in a mature way than many of her age mates. She helps her mother with the domestic chores. Mother has identified that the girl is conscious and feel bad about her dark complexion and the parents are taking care of the same, so that it does not affect her self confidence. They have turned her focus to her abilities and motivate her to take part in sports activities in which she is skilled. She has good competitive spirit. Mother reported that she is very studious, active in arts and sports, but have difficulty accepting a failure.

Father as a ‘person’: Her father is educated till post graduation, and is working as a coordinator of an educational institution. He is a resident father, is an acceptable member in the society, and is a good husband.

Family characteristics: The family have a feeling of togetherness, have the freedom to express views, there is lesser conflicting situations. If conflict arises, it will be smoothly resolved at the earliest. Individual development is given importance, independence is valued, and achievements are encouraged. The family is interested in intellectual, cultural, recreational and leisure activities. There is

emphasis for moral and religious activities also. The family has set rules and duties assigned for all the members, activities are planned. Though there is say for all the members in the family, the final decision maker is the father.

Father–daughter relationship characteristics: Case A has a healthy relationship with her father. Her mother reported that her father is a very involved parent. During her childhood years, when the mother had to stay away for around one year due to some professional reasons, her father was of great assistance in taking care of the daughter. He took good care of the daughter’s personal as well as academic requirements.

Case A, frequently has functional discussions with her father on many educational and general topics. They watch educational channels together, go for family trips, on holidays he takes her for some special courses and is actively known to her teachers. He keeps in touch with her friends, and their family members. He makes sure that her needs are met. He is neither very strict, nor very lenient. She reported that, her father love, care and is kind to her and she love to spent time with him. He takes good care of her academic needs, and stimulates her thought. He is her role model in many aspects but not completely. He is of great support, motivates and gives strength to face situations and challenges. He is proud to introduce case A, to his colleagues and others. He has a very good relationship with her mother and is of great support in need. The only thing that she doesn’t like about him is about his money management. He spent a lot of money on unnecessary things according to her.

Puberty brought in some changes in the father-daughter relationship. She reported, *“From childhood on, there were father and mother on my two sides to protect me, provide me, support me, and guide me and many more. I and my father often played together and he allowed me to take risks. I was always feeling safe and secure. My mother was bit overprotective and was always trying to stop me from doing many things because of her concerns for me. There my father was of great help. He motivated me to fly high, think big. He encouraged me to take part in many curricular and extracurricular activities, camps, etc. When I entered puberty, my father started distancing from me. It was painful initially. But at that time I also wanted time for myself and was brooding on myself. I was bit shy meeting people. My mother was trying to protect me saying that I have to be very cautious with strangers. Now, I have come out of the brood nest and now I am confident enough to face the world. Now the relationship with my father has become more mature and is more communication oriented. I am not his old kid now”*.

Fathering characteristics: The father-daughter relationship is close, warm and nurturing. Father is responsible, provide, protect, accept and understand her as an individual. He is her guide to the outside world, provides support in needy situations, is a good disciplinarian, spent time together on many activities, have healthy and functional discussions, is a role model in many matters, and he have good relationship with mother.

Mental health in relation to father involvement.

Table 4.28 : Themes identified in father-daughter relationship that relates to the development and mental health of case A.

- He creates a feeling of togetherness/group spirit in the family, plan activities at home and has a healthy relationship with mother.
- Made time spent at home enjoyable, finds happiness in every activity.
- Gave confidence to be open to discuss about the problems and issues with others, to have good foresights for the future, explains the philosophy and meaning of life.
- Appreciate good qualities, motivated to think differently, to be self sufficient, to dream higher, to try hard to succeed, encourage learning new and different things, to find happiness in work and being there for others. Make adolescent conscious about the rights of others.
- Help in decision making, support with decisions. Gave confidence that achievement will happen at any time, strength to face obstacles as challenges in achieving the goals, taught to accept failures and learn from them and to find new methods after a failure.
- He is the strength in facing a disappointing situation, role model to face difficult situations in life, psychological and physical support, his presence give a secure feeling and is the backbone in all the endeavors.
- Buy books (other than academic)-reading is an important matter, enroll to courses or take lessons for some hobby or interests (outside of school), is the reason who I am and who I will be.
- Pray/discuss religious meanings and teachings, attend religious places often.
- Teach the importance of keeping words, punctuality, and discipline.
- Train to evaluate self by considering merits and demerits; motivate to be a hardworking and dedicated person, encourage dedicating my life for a noble cause, taught to respect human beings and to be kind to animals.
- Friendly, close, warm relationship, share positive and negative emotions, accept and respect individuality, accept choices even if they are against the normal traditional vows, to speak up for one selves, standing up for the right.
- Have informative discussions; explain about prospectus and consequences of some acts. He is open to discuss even his mistakes, and ask to learn from them. Smooth easily if disagreement arise.
- Never compel to do something, provide freedom with limits
- Model for how men are, how they behave and why.

Case A, has a very positive attitude towards herself and find happiness in helping others. She is self sufficient in many matters and has good foresight for the future. She is able to evaluate herself considering her own merits and demerits and is ready to work on the areas that she feels, need improvement. She has clear goals in life, can face challenges and tackle them. She is to a great extent autonomous in her thoughts and is able to take appropriate decisions, have self control, has good perception of reality, can act according to the situation and can master the environment with ease. Children who have involved fathers are more likely to grow up to be tolerant and understanding, (McClelland, Constantian, Regalado, & Stone, 1978), be well socialized and successful adults (Block & van der Lippe, 1973), have supportive social networks consisting of long-term close friendships (Franz, McClelland & Weinberger, 1991), and adjust well to college both personally and socially (Reuter & Biller, 1973). Likewise, young adults whose fathers were more sensitive in their early play interactions had more secure, healthy partnership representations of their current romantic relationship (Grossmann, Grossmann, Winter, & Zimmerman, 2002). The strongest predictor of empathic concern in children and adults is high levels of paternal involvement in a child (Bernadette-Shapiro, Ehrensaft, & Shapiro, 1996; Koestner, Franz, & Weinberber, 1990; Lamb, 1987; Radin, 1994; Sears, Maccoby, & Levin, 1957). Case A, reports that she was provided with all the opportunity to be independent and think and decide with autonomy. Father provided her with the necessities, had a feel of safety and security to explore and that made her confident to face any situation. Though her father gives her all the freedom to think and decide; the final decision is made on any matter in consultation with her father. Her father's parenting style is more of democratic in nature. The daughter has the freedom to open up her views on any matter.

A study conducted by Mosely and Thompson (1995), found that daughters of involved fathers are more willing to try new things, keep busier, and are happier. High father involvement was also associated with increased children's feelings of paternal acceptance, a factor that plays a role in the development of self-concept and esteem (Culp, Schadle, Robinson, & Culp, 2000). Consequently, children of involved fathers had higher self-esteem (Deutsch, Servis, & Payne, 2001; Ross & Broh, 2000). Young adults who had nurturing and available fathers while growing up are more likely to score high on measures of self acceptance and personal and social adjustment (Fish & Biller, 1973), see themselves as dependable, trusting, practical, and friendly (Biller, 1993), be more likely to succeed in their work, and be mentally healthy (Heath & Heath, 1991). The variable that is most consistently associated with positive life outcomes for children is the quality of the father child relationship (Amato, 1998; Furstenberg & Harris, 1993; Lamb, 1997). Children are better off when their relationship with their father is secure, supportive, reciprocal, sensitive, close, nurturing, and warm (Biller, 1993).

Children of involved fathers seem to present a greater tolerance for stress and frustration (Mischel, Shoda, & Peake, 1988), have superior problem solving and adaptive skills (Biller, 1993), be more playful, resourceful, skilful, and attentive when facing a problem (Mischel, Shoda, & Peake, 1988), and are better capable of managing emotions and impulses in an appropriate manner. Father involvement contributes significantly and independently to adolescent happiness (Flouri & Buchanan, 2003a). Harper and Fine (2006) found a positive relationship between paternal warmth and child well-being for non-residential father families.

CASE STUDY B

(Informants: Participant B, mother)

Individual characteristics: Case B is a 16 year old male, third born child in the family, with an above average intelligence, obese, was poor in academics, but there is a slight improvement lately. He is less ambitious, less focused, was a difficult child, had issues in social relationships (frequent complaints from teachers and neighbors) but currently there is a significant decrease, he likes little children a lot, he takes care of small children very well. He is confident and doesn't care for anything. He is good in oral communication, have difficulty with language script. He is short tempered and shouts at his mother and show anger outbursts, has less control over his emotion. During childhood he had frequent temper tantrums. There were frequent complaints about him from the school and neighborhoods. Mother reported that when the boy was small he enquired about 'father' and often asked whether his father left because his father doesn't like him.

Father as a 'person': His father was a very socializing and involved parent before the birth of the boy. Father went out of the country for professional reasons three months before case B was born and didn't come back for around 11 years. He had less frequent communication with the family but was enquiring about the baby. He was not providing economically and the family had a difficult time. When the father was asked about the return to home he gave some reasons and will assure that he will be back in the near future but it was just a hope. Rarely did he show some paranoid tendencies towards his wife. Finally he returned when the boy was around 11 years. But there weren't any symptoms of any significant psychological disorder. His behaviors were completely normal. He said that he was not able to recall what

happened to him during the past years and was not interested in revealing about it. Then he found a job in the nearby city and currently is a resident father. For the past 4 years the father and the son is staying together in the family. The boy's mother reported that, they don't understand how could a person like him who was so involved and caring father, stayed away from his children during those years. Mother reported that, the fathers return brought about quite a lot of changes in the boy and the family as a whole. It was difficult for the mother to manage the child. The change is gradual, there is some positive changes happening. When her husband was away it affected the education of the two elder sons who couldn't find a way to complete their studies. They had to drop college in between and went in search of job. Mother reported that, the father's absence had affected her two elder children than case B.

Family characteristics: The family before and after the return of the father differed significantly. Earlier there were socioeconomic difficulties. There was always a pent up negative emotion in the family. Phone calls from the father, who resist returning back to the family, make the situation even worse. Currently the picture is very different. The family has a group spirit, and enjoys being at home, express and share personal problems to an extent, smooth easily if disagreement arises, independence is promoted. The family is less active physically, there is less importance given to achievement, play is important than work, there is less intellectual discussions, and are not interested in academic matters. Members are interested in passive recreations and all the family members including father are obese. There is less moral religious emphasis. There are no many rules that manage the family as a system; there is less control in the family.

Father-son relationship characteristics: With the return of the father, initially the boy found it difficult to adjust to the changes in the family. There was no close bonding and he acted to his father as a complete stranger. Gradually, a relationship grew. The father had less control over the son initially. So the boy was acting in a way that he likes. He was a difficult child as reported by his mother. With the coming back of his father the boy gradually changed. The academic score progressed a bit; he became happier, spent some time after his school with his father. The father is not a strict disciplinarian, but still there was a very promising change in the behavior of the adolescent. The number of complaints from neighborhood and teachers decreased. But recently there were complaints of rash driving without license. With the entry in to the adolescence and increase in age, the gap between the father-son relationship widened and became prominent with the increasing difference in their interests. Father is not a very adamant person on setting rules, limiting freedom, or obeying authority. He is an easy going man and his parenting characteristics are more of a permissive type. This adds to the risk taking behaviors of the adolescent.

Fathering characteristics: The relationship was not warm earlier but developed gradually. They do share and talk about personal problems sometimes. The father provides, accept, understand and support the adolescent. He is less responsible, less protective, not provides much academic assistance, not a strict disciplinarian, spent less time together, and has good relationship with mother. He had given a lot of emotional pain to the mother before his return. The adolescent reported that his father is not his role model. The adolescent reported as follows *“I really missed my*

dad, when I was a kid I had friends who had very active fathers. I longed very badly for one. But, now when he is back, I find it difficult to adjust with him sometimes”.

Mental health in relation to father involvement:

Table 4.29: Themes identified as father-son relationship that can influence the mental health of case B

- Family members do, come and go as they wish; father is not very much concerned. He is not a strict disciplinarian. At home, anyone can get away with anything.
- Earlier no one at home was much concerned about my behavior. Currently there are some issues with law and family is concerned.
- Less communication in the family.
- Not have a very close, warm relationship with father
- Less appreciation
- Neither discourages nor encourage
- Less restrictions or limits set.
- He doesn't know much about me, doesn't know my friends or their family.
- Not share any emotional matters.
- Concerned about my grades, but does not involve in academic matters.
- Provide all basic academic needs.

During his earlier years, the boy was living in the absence of the father. Father was neither physically available nor psychologically. The boy was a difficult child during childhood, and had frequent complaints from school and neighborhood. The adolescent got into an issue with law lately and he talks about it proudly. He was caught for rash driving without license and is using cigarettes, and some other minor drugs like panparag. He believes that such behaviors makes him more accepted among friends and it's a part of him growing to a man, which points to a

distorted image of manliness. Boys who live without their fathers consistently score lower on many of moral indexes such as measure of internal judgment, acceptance of blame, guilt following transgressions, moral values and rule conformity (Hoffman, 1971). Both boys and girls are less likely to be able to delay gratification, have poor impulse control over anger and sexual gratification, and have a weaker sense of right and wrong (Hetherington & Martin, 1979). Father's warmth and nurturance significantly predicts children's moral maturity, is associated with more pro-social and positive moral behavior in boys and girls (Mosely & Thompson, 1995), and is positively correlated with higher scores on measures of internal moral judgment, moral values, and conformity to rules (Hoffman 1971; Speicher-Dublin, 1982).

The boy reported as follows; *“He was not there when I really longed for him. I thought that my father doesn't like me. My friends had their fathers who were available and took good care of them. Only those who have loved and took care of me have the right to discipline me”*. This was the replay by the participant when he was asked about the disciplining practices at home. Research evidences supports that, father has a significant part to play in the moral development of the child. A study conducted by Harris, Furstenberg, and Marmer in 1998 reveled that father involvement protects children from engaging in delinquent behavior and less drinking habits. Father involvement seems to be associated with less substance abuse among adolescents (Coombs & Landsverk, 1988), less drug use, truancy, and stealing (Barnes, 1984), and less delinquency (Zimmerman, Salem, & Maton, 1995). The relationship between the peer drug use and adolescent marijuana use is decreased when there is closeness to father and with the perception that parents

would catch them for major rule violations (Dorius, Baha, Hoffan & Harman, 2004). The negative effects of having a father with authoritarian or permissive parenting style include increased risk of engaging in delinquent activity and substance use. It also predicts an increased risk of engagement in multiple, first time risky behaviors. These chances are very much reduced when there is a close positive relationship with father (Bronte - Tinkew, Moore, & Carrano, 2006).

Adolescents who are securely attached to their fathers report less conflict in their interactions with peers (Ducharme, Doyle, & Markiewicz, 2002). Furthermore, fathers' levels of direct involvement are positively related to adolescents' friendship and peer experiences (Updegraff, McHale, Crouter, & Kupanoff, 2001).

CASE STUDY C

(Informants: Participant C, Mother)

Individual characteristics: Case C is a 16 year old boy, first born, with above average intelligence, not self motivated (always forced by father, he says he read and study for the sake of his father's satisfaction). He is good in relating to people, good language and communication skills, have muscular body, short tempered, gets emotional for silly matters. He was an easy child but turned to be difficult later on. During childhood he was self motivated in his academics. The boy lost interest in studies later.

Family characteristics: The family members help and support each other, the adolescent reported that except for the fathers exaggerated need for the success of his son the home environment is adjustable. Family is completely achievement/intellectually oriented. The vision of the family is success. Father sometimes supports mother with domestic chores, cook favorite food for everyone. Members cannot express their ideas and views; though less frequent conflict arises. There is less freedom, privacy is not appreciated. Father gives the least importance to recreation and leisure. There is less emphasis on moral and religious values. There are strict rules to be followed within the family. The family is well organized and the father has all the control of the family processes. He is the final decision maker of the family.

Father as a 'person': Case C's father is a government employee. He stays away from home due to professional reasons and comes home on weekends. He has high aspirations for his son. He wants his son to clear medical entrance exam and want him to be a Doctor/physician by profession.

Father-son relationship characteristics: There is friction in the father-son relationship and as the academic grades drop, the roughness increases. He wants his

son to work hard all the time. He was strict on reading news paper and even asked questions from it daily. When the child started growing the fathers dream for the boy also grew (not very much concerned about the daughters academic achievement), and he started pressurizing to achieve. Father provided him with everything before he asked for, but didn't give him freedom and independence. Mother reports that the father is overprotective and he does everything for the child. He loves his children but doesn't know to express it well. The boy gets irritated while his father is at home due to the continuous nagging about studies, achievement, future, carrier etc.

The boy says, he loves his father very much, and he understands that his father does everything for his good. But he says that his father see him as a machine, which works day and night. He said, "*He wants me to work always and does not allow me to live*". He said that to avoid scolding from father, he sometimes even lies to his father. As measured by frequency of contact and relationship quality as an index for father involvement, it was seemed to be associated with a lower frequency of externalizing and internalizing symptoms such as disruptive behavior, acting out, depression, antisocial behavior, lying and sadness (Flouri & Buchanan, 2002, King & Sobolewski, 2006; Mosley & Thomson, 1995). For the past two years father has started empathizing with the child to some extend and currently the situation is getting better. Father started giving more freedom and privacy to the child and is giving importance to the likes and dislikes to an extent, and the father-son relationship is developing for good. Now the boy is more responsible and is not as rebellious as before. Initially, the father was following an authoritarian parenting style but lately he has switched to more of a democratic parenting. He has started accepting the adolescent as an individual who have aims and wishes for his life.

Fathering characteristics: He is very social and is very concerned of the academics, grades and achievement of his son. He considers grades and trophies as

the only criteria of success. He is a very good provider, protects the family, is a guide to the outside world, take responsibility, and provide all the required academic assistance, strict on disciplines, give importance to punctuality. The boy report that father is not an accepting or understanding person, and is not a good support. He wants to satisfy all his unmet needs through the son. He is not a role model to his son. He often gets angry with the mother of the boy saying she is not insisting the boy to study. The first thing that he asks during his daily phone call is about the adolescent's studies. This is the most irritating question for case C. Father comes home every weekend, and those days the adolescent becomes a 'machine' as case C calls himself. He overloads with work. Adolescent reported that *"I like to walk around home, do chores with mother, and go to shop with father on weekends. But when father is back, he will make me sit with books and educational magazines. No television, no computer, no mobile phone, but, just study. The only thing that I hate in my life was studying. Weekend holiday are the mostly worked days of mine. So I take off on other days. I don't study on other days. I am more comfortable when father is away"*.

Children of involved fathers are more likely to demonstrate a greater internal locus of control (Biller, 1993; Hoffman, 1971; Lamb, 1987; Mosley & Thompson, 1995; Radin, 1994; Ross & Broh, 2000; Williams & Radin, 1999), have a greater ability to take initiative, use self direction and control (Amato, 1989; Pruett, 1987), and display less impulsivity (Mischel, 1961). In this case father is involved but it is in an authoritarian way. It is bringing the opposite effects. The strictness on the growing adolescent makes him retaliate.

Mental health in relation to father involvement:

Table 4.30 : Themes identified in father-son relationship that may influence the mental health of case C.

- Concerned about promotions, pay scales, school grades etc,
- Taught the value of time, punctuality.
- Point out mostly weakness; compare with others, age mates mostly.
- Important to be best at whatever one do (believe in competition)
- ‘Work before play’ is the rule of father,
- Motivate to set goals in life, to achieve the best.
- Very strict on my studies, father cannot accept failure. He appreciate success, gets angry, if failure
- Shout at mother sometimes for some issues related to my studies.
- Father loves my mother, but doesn’t know how to express love. He help mother with domestic chores.
- Cannot forgive a silly mistake
- Feel more comfortable when father is away and feel guilty about the same.
- More authoritarian and ambitious on me than on my sister.
- Overload me with special courses, magazines, and other study articles.
- Even when going for a trip he wants to teach me something.
- He spoon-feeds me with my academics.
- He does not give importance to my opinion, decisions and interests.

The father is overprotective and has been taking all the decisions for the boy; he found it difficult when his growth as an individual became prominent in the adolescent years. He was tired of the excessive strictness placed on the academics and the boy started rebelling. He reported that he finds it difficult to be in his real self in the presence of his father. He is not comfortable. The adolescent do understand that everything the father does is for his good, but he asserts that he is

old enough to live his life and to just leave him alone. The boy is not happy about his relationship with father and he feels guilty about the same. Off late, gradually, the father has started understanding the adolescent and accepting his individuality. Researches of school-aged children found that children with good quality relationships with their fathers were less liable to depression, to exhibit disruptive behavior, or to lie and were more likely to exhibit pro-social behavior. They found that boys with involved fathers had fewer school behavior problems and that girls had stronger self-esteem. In addition, studies have found that children who live with their fathers have more probability to have good physical and emotional health, to perform well academically, and to keep away from drugs, violence, and delinquent behavior. Children of involved fathers are more likely to have positive peer relations and be popular and well liked. Their peer relations are typified by less negativity, less aggression, less conflict, more reciprocity, more generosity, and more positive friendship qualities (Hooven, Gottman, & Katz, 1995; Lieberman, Doyle, & Markiewicz, 1999; Lindsey, Moffett, Clawson, & Mize, 1994; Youngblade and Belsky, 1992).

Father is more concerned about success than the overall development of the individual. Case C is able to empathize with his father to some extent and he accepts that his father does everything because he loves his son and is concerned. The only thing that he doesn't like about his father is his over emphasis on the academic achievement.

CASE STUDY D

(Informants : Participant D, Mother)

Individual characteristics: Case D is a 16 year old girl, above average intelligence, obese, less interested in academics, less ambitious, shy, has good communication skills, but does not initiate social interactions, often have emotional outburst, shouts at her mother and is indifferent during interactions towards her father. The girl is staying with her mother, father, siblings and grandparents. She finds it difficult to adapt to change, get emotional easily, and is very sensitive. She reported that every time she has a feeling that something bad is going to happen for her. She says that she is not satisfied about her life and she is hopeless about future and has a pessimistic outlook towards life.

Father as a ‘person’: The father was a non-resident, working abroad for long duration till the girl was of ten years old. Later he returned and settled at his hometown and started a business in the neighborhood. He was a good provider of material needs, but had less frequent communication with the child since there were less technological equipments available to him then. He has an extramarital relationship.

Family characteristics: The family was living a happy life after father’s return from abroad till he had an extra marital affair. The affair affected the family as a whole. It was a big emotional trauma and it affected every person in the family. There arouse issues in the husband wife relation and it directly and indirectly affected case D. There is less cohesion, less chance to express and there is less opportunity to share personal issues in the family. There are frequent conflicts, since there is less care for each other, there is less focus on recreational activities, and the

most common way to spent time is watching television programmes. There is no religious and moral emphasis. Family is less coordinated and less organized. Father is the authority in decision making. But mother always counter his decisions and act the opposite.

Father–daughter relationship characteristics: Father wants to be responsible and fulfills the basic and higher needs of the girl, and to get involved in academics. Though father sometimes try to be involved the mother stands as a barrier. And that still deteriorates the father-daughter relationship. The father- mother friction also affects the child indirectly. They don't have quality communications. The girl reported *“I love my father. Many of my significant others have a negative feeling towards him. I often hear people talking ill of him, and it hurts me. I love my mother more than my father. But she doesn't like me spending time with father. I like to have an involved father. Actually, I want both of them together”*.

Fathering characteristics: The father is nurturing, provides basic material needs, protecting, accepting, is the guide to the outside world, not understanding (the girl said; *“if he is an understanding person, he would not have hurt my mother”*), do not provide psychological support, not taking responsibility, do not provide academic assistance, is not strict on disciplining, is not a role model, have a conflicting relationship with mother.

Mental health in relation to father involvement:

Table 4.31 : Themes identified in father-daughter relationship that contribute to the mental health of case D.

- Often keep my feelings for my selves, problems are not shared
- Conflict and anger outburst between mother and father occur often.
- Members of the family always criticize each other.
- Mother protects me overly. She is afraid of everything.
- Passive recreation (watching T.V. mostly).
- Though I love my father, I am afraid of him. There is no warm or close relationship between us. Father wants to get involved, but mother act as gatekeeper.
- Everybody talks ill of my father, but I know he loves me.
- Bring dress and other things for me on festive days

The adolescent is growing up in the family where the father made her mother feel being abandoned, a feeling that is not good enough, and the rejected or unwanted feeling stay and is carried over in the mother and this has affected the adolescent. Since the important persons in her life, her father and mother have a conflicting relationship, she said she have lost her faith in marriage and in every relationship. Children who felt close to their involved fathers are also more likely to have long term, successful marriages (Franz, McClelland, & Weinberger, 1991; Lozoff, 1974), be satisfied with their romantic partners in midlife (Moller & Stattin, 2001), have more successful intimate relationships (Flouri & Buchanan, 2002b), and be less likely to divorce (Risch, Jodl, & Eccles, 2004).

Cooperation between parents is an important factor in parenting though it becomes difficult in a conflicting relationship. Parental separation is painful for

children; it worsens when there are unresolved issues and relentless conflicts occurring between them, whether staying together or apart (Kelly, 2000).

If the father visitation is never or less frequent in case of distorted families, the child gets information about the father from others. In conflicting relationship, the mother may picture father as a bad man and may even generalize this to all men. This may increase the hatred and resentment towards the father. The feel that father is not staying back at home to care and love her may bring in a painful experience and will disturb the child's self esteem. If the mother explains good things about the absent father and remembers and share the good old times together, and tell that the father loved the girl, the child can benefit from them. But that require a brave and active mental effort from the mother. This can have a therapeutic effect (Dowling, Gorell & Barnes, 2000).

Many research evidences suggest that father involved children are more sociable and popular with other children throughout early childhood. Infants with involved fathers in their care are more likely to be securely attached, (Cox, Owen, Henderson, & Margand, 1992), are better capable of handling strange situations, be more resilient while facing any stressful situations (Kotelchuck, 1976; Parke & Swain, 1975). Studies suggest that father involved children are more curious and eager to explore the environment, relate more maturely to strangers, react more competently to complex and novel stimuli, and be more trusting in branching out in their explorations (Biller, 1993; Parke & Swain, 1975; Pruett, 1997). Case D finds it difficult to initiate a communication; she experiences insecurity in branching out her relationship as well as in new avenues of explorations. She finds it comfortable

living a routine life. She gets stressed in doing novel activities and avoid taking up challenges.

Father involvement, their children's overall life satisfaction and their experience of less depression showed a positive correlation (Dubowitz, Black, Cox, Kerr, Litrownik, Radhakrishna, English, Wood Schneider, and Runyan, 2001; Field, Lang, Yando, & Bendell, 1995; Formoso, Gonzales, Barrera, & Dumka, 2007; Furstenberg & Harris, 1993; Zimmerman, Salem, & Maton, 1995), less emotional distress (Harris, Furstenberg, & Marmer, 1998), less expressions of negative emotionality such as fear and guilt (Easterbrooks & Goldberg, 1990), less conduct problems (Formoso, Gonzales, Barrera, & Dumka, 2007), less psychological distress, higher levels of self-reported happiness (Flouri, 2005), greater sense of social competence (Dubowitz, Black, Cox, Kerr, Litrownik, Radhakrishna, English, Wood Schneider, & Runyan, 2001), fewer anxiety symptoms, and lower neuroticism (Jorm, Dear, Rogers, & Christensen, 2003). Similarly, father's acceptance seems to be significantly and positively correlated with youths' self-reported psychological adjustment (Veneziano, 2000). "Overall, father love appears to be as heavily implicated as mother love in offspring's' psychological well-being and health, as well as in an array of psychological and behavioral problems." (Rohner & Veneziano, 2001)

Table 4.32: Themes identified in father-adolescent relationship of all cases that may contribute to the mental health.

- Protect and provide his children, gave wonderful opportunities that many others does not have.
- Made us think before we act, provided idea about right and wrong, made us learn from consequences and encourage being independent and self sufficient. Strict on neatness and orderliness, punctuality, persistence, to be organized, and to have self control.
- Spend weekends and evenings at home, discuss matters at home, enjoy music, arts and movies, going out for tours/neighborhoods/visit relatives. Spontaneous discussions are initiated at home by him.
- Duties of members defined by father (financial planning is the duty of father - Money and pay bills), set ways of doing things at home with required amount of flexibility, emphasis on following rules, he is the decision maker of family.
- Positive criticisms helped me to develop, make us do things in a proper way, create awareness about our role in different situations.
- Children are known after the fame (legacy) of the father.
- If father make fun of adolescent in public, it affects them.
- Helped to understand limitations, to plan future considering abilities and disabilities, support to develop new skills, encourage to do things a little better the next time (getting ahead is important always).
- Give opportunities to express abilities, to grow and to flourish, train to take up social responsibilities, and to be empathetic towards the needy.
- Motivated us to help, communicate, behave well and support others, to volunteer work at home, to be careful about what one say (not to upset others), to value others time, to care, accept, appreciate and encourage others for their positive characteristics.
- Explain things that happens in the neighborhood, made us understand that others may have different views and to consider the views of others
- Motivate to set high aspirations, train to face problems without anxieties/ frustrations.
- Satisfy basic and higher (including financial) needs, sacrifice his needs and wishes for the sake of his children. Bring special dishes from shops.
- Concerned about food habits, health and hygiene, friends and acquaintances
- Take good care when ill.

There are many common factors explained by all the participants about their fathers. It explains that all the four fathers of the participants, though are not aware of some factors that affect or influence their child development, all of them do love and care and are concerned about their adolescent. In some situations they are not aware of how to get involved in the life of their child. The adolescents do understand the subtle ways in which their father expresses his love towards them. All the four participants reported that they know that their father love and care them in one or the other way.

The perceptions on father involvement vary among the four cases and the influences do differ. In all the four cases they had many good things to report about their father. Sometimes they contradicted their reports. It was often seen in the case D. The investigator observed that, case D was feeling guilty when she talks ill of her father. Whenever she reports a 'negative' characteristic of her father, in the next instance she explains many of his 'good' characteristics so as to cover her earlier comment. Case B and C also felt bad to complain about their father but less frequently. Case A was very much proud and happy to talk about her father's good qualities. Her expressions were self explanatory about her positive attitude and the perceptions on her father's involvement. Adolescents wish to have a father who is loving, caring, nurturing, protecting, providing, accepting, understanding, guide to the outside world, responsible, disciplinarian, assist academically, spend time together, provide support, role model and have good relationship with mother. If the relationship with mother is distorted it seems all other factors gets affected.

Phase 2.2: Development and mental health of adolescent in relation to father involvement.

The analyzed data from the semi structured interview of the four participants and their mothers in the second phase of the investigation is summed and described in the following paragraphs. One observation was that, since two of the mothers have B.Ed as their educational qualification, and both of them are not new to the subject psychology, the investigator felt that their knowledge and understanding in developmental psychology sometimes helped but at other times it distorted the original response, because their knowledge sometimes overruled their experience and their perceptions were colored by the information they already had on the topic. The investigator tried her best to explore in to more details by probing in to more examples for the comments and that helped to improve the originality of the responses. The following paragraph describes development and mental health of adolescent in relation to father involvement, from the data obtained from the individual participant as well as their mother.

Generally fathers are not child's primary caretakers. They are absent during the day. Biological definition of father absolutely tells nothing about the father's behavioral relationship with the child. They provide apparently no survival functions. They are usually seen as the protectors and providers of food, warmth, shelter and stimulation. During the earlier stages of development, babyhood or lower, fathers has little stimulus control or reward value for the child, he can have very little effect on the child's development. But later on the influence increases. Fathers are the bridge between the child and the outside world.

As reported by the mothers of the participants, the father has many roles to play in the life of any child. The actual role starts before birth of child. The prenatal involvement includes providing nutritious food, frequent health checkups for the pregnant mother. The most important factor is the attitude towards the expected child which determines the concern and care of the father as well as the father's involvement during prenatal, postnatal and still later. The father has to be proximal with the mother so as to take care of her and protect if some complication arise. In the delivery process the father has lesser role. The major responsibility lies in the hands of the doctor, the midwife or female caregivers of the mother, and mostly the grandparents of the child. After delivery, the mother and child stay at mothers home and the father stays away (in all the four cases). Father visits them on weekdays. But the mothers reported that this is the most important time in their life that they long for their husband. Though there are other female caregivers around them they expect the presence of child's father. After the delivery of the first born child, the mothers usually feel inadequate as a parent. They have to make quite a lot of adjustments, for which they wish the child's father to be physically and psychologically proximal.

During infancy and babyhood, the child is a completely dependent young. There is always a need for someone to be there with the child to take good care. All the maids and female caregivers are gone and mostly, the whole responsibility of the child is entrusted with the mother. Mothers have to get adjusted and be prepared to the child birth experience, physical conditions after child birth, infants post natal adjustments, concerns about normality and survival of child, expenses of child birth and care, infantile cries, changed sleep patterns, overall have to get prepared for the effortful parental duties as well as the domestic duties entrusted on her. Some have

to get over the 'new parent blues'. Sleep patterns of the new born affects the sleep cycle of the mother to a great extent. If the mother becomes deprived of sleep for a long duration, it may start affecting her health. Mothers love to take the role and they experience the joy of motherhood. But they wish they had a helping hand, a responsible supporter. If the child's father is available to share the responsibility, the mother will have time for a deep breath and to relax. There are many new responsibilities and decision making situations coming up. Even coming to a common decision to 'name' the child becomes a big issue sometimes. Child's nutrition, vaccination are other factors. The infancy and babyhood are the period during which child faces many health hazards from illness to accidents. A need for hospital visit can arise at any time. The schedules, economy, work pattern, everything need adjustments.

Babyhood is a period of rapid growth and change. The baby needs to adjust and the parents too will have to. Baby always need attention and stimulation. Mother's task is to gain confidence as a parent and act accordingly.

The body of mother and child is seen as a single entity. According to Melanie Klein (1975), the child fantasizes at a very early stage that the mother's breast is part of its own body. The frustration of physical needs or "good enough mothering" (Winnicott, 1965), is necessary to differentiate between the infant and the breast, thus separating the two bodies and destroying the fantasies of fusion, and thus dissolving the fusion between the mother and child. By doing so, the father enhances the sense of physical separation and distinctive identity of the child. It is not easy for the child to accomplish this task, since it is through the mothers' empathy and mirroring enhances the infant's sense of oneness. Although the joint

activities of father and child bring their bodies together, this sense of togetherness is experienced via activities which involve their bodies being separate and it contributes to the infant's sense of separateness. As age progress the infant's sense of separate body grows with the awareness of sexual differences.

Normally, when a child is born, they are born with reflexes. The stimulatory reinforcement from the external environment discovers the reflexes. Later, on, the reflexes get transformed into voluntary actions that are the building blocks of cognition. Their interaction with environment and experiencing feedback from their own bodies, they become intentional in their actions. The interaction with the people around, especially the significant others, specifically the father and the mother stimulates and mould the developing child. An involved father can fasten the child's development by timely stimulations. He can know the child's needs better. More than as a father, he can be a great relief and support for the mother, who is very busy with the novel and learning experiences of mothering. When she has a supporting husband, she is better prepared for the task. In all these areas of development a father who is involved can benefit a child. Father play, which is different from the mother play, takes the child's development to various directions. Father when interacting extensively with the child, he can stimulate and assist the child development at a faster rate. Mother focuses on the care giving aspects while fathers focus on the developmental tasks.

Fathers seem to have an extensive role in the vocabulary development of children. Rowe, Cocker and Pan in 2004 reported that when compared with mothers, fathers talk with toddler is characterized by more wh- (e.g., "what, "where" etc.) questions, which requires children to talk more, use more diverse vocabulary,

and produce longer utterances when interacting with their fathers. Here children have to assume more communicative responsibility. Bing (1963), Goldstein (1982), and Radin (1982) reported that school going children with involved fathers seemed to have better quantitative and verbal skills.

Howard, Lefever, Borkowski and Whitman in 2006, in their study on the extend, nature and impact of fathers of children with adolescent mothers found that, children with greater amount of contact with fathers had higher scores on reading achievements. Fathers have an important part to play in the development of language. It does not mean that, if the father is away the child doesn't develop. When any child grows, they take lessons from the environment. Normally, it is the mother and the father who play the major role. In the name of protection, the mothers may sometimes try to engulf the child. There the fathers can help the child to grow and flourish. They can assist the child to explore their environment, take risk, and do novel activities. They act as a guide to the outside world. Fathers let the child fly high with the end of the thread, safe in their hands. An involved father play is novel, boisterous, stimulating and emotionally stimulating than that of an involved mother play. They can encourage exploration, alter speech patterns to infants by speaking slowly and using shorter phases, they respond to infant's cries and smiles even times, when they are preoccupied with a task. They adjust their behaviors so as to accommodate the developmental changes in their infant's competencies. Sensitive fathering involves responding to, talking to, scaffolding, teaching and encouraging their children to learn.

Fathers play is very different from that of the mother. He even throws the baby up in the air and catch. Aggressive and destructive tendencies of fathers are

one aspect of fatherhood. There are two opposing tendencies in father's relationship with their sons when dealing aggressive tendencies and closeness or loving tendencies. These are exemplified in the nature of play throughout childhood. Plays are rough like wrestling with father, where there are incomparable physical intimacies and also the distance is valued. The nature of relationship is dialectic between aggression versus love and closeness versus distance (Shulman & Shulman, 1997).

Piaget described four major stages leading to the capacity for adult thinking pattern. Each stage is a prerequisite for the following one, but the rate at which different children move through different stages varies with their native endowment and environmental circumstances. Fathers' role in the development is mostly, not given the due importance. Usually, the mother is the prime caregiver and the father is kept apart in the child rearing practices. There are roles that the father can play better for the cognitive development of the child. In a study, Saliha and Jayan (2013), found that, the father's involvement enhance the cognitive development of children by analyzing six year olds, with Piaget's conservative tasks.

Since the mother is more focusing on the feeding and care giving activities of the child, father can better function as the stimulators of these abilities and skills. They can reinforce and strengthen and set a good foundation for the further development through play activities. Research goes in line with these.

A study conducted by Pederson, Rubinstein, Yarrow in 1979 and Pederson, Anderson and Kain in 1980 inferred that the presence of a highly involved father during infancy, as measured by amount of interaction, including higher levels of play and care giving activities are more cognitively competent at six months and

scores higher on the Bayley Scales of Infant Development. Nugent in 1991 found that by one year they continue to have higher cognitive functioning. They are better problem solvers as toddlers (Easterbrooks & Goldberg, 1984), and have higher IQ's by age three (Yogman, Kindlon & Earls, 1995). Saliha, and Jayan (2013) in a study conducted on 6-7 year old children by administering conservation tasks of concrete operational stage and it was found that children whose fathers were involved attained the abilities earlier. They performed better than their counterparts whose fathers were less involved in their lives.

The child's motor development helps the child to move around and explore the surroundings. And this in turn increases the mother's job. The mothers reported that, usually after delivery, for around three months the mother of the new born is made to take bed rest, feed the child, and are put on very nutritious diet. The result is mothers being overweight. All these extra weight is usually burned when the baby starts moving around. The mother has to be very attentive and cautious. When the speech develop, and the baby address them using words like 'umma/amma/mamma' which the mother report as the most beautiful auditory experience. The child cannot be stopped; they have to move around, get stimulated, and acquire skills so as to move on to the next stage of development. Fathers can encourage and stimulate the child development. These are the critical years of development in every sphere of life and it has long lasting impacts on the life thereafter. Some children are difficult and show temper tantrums often, which makes child care a herculean task.

During early childhood, the children start schooling and have to cope with the school system. The child has to widen the attachment patterns at home to a new atmosphere. The secure feeling that the parent provide the child make the child

ready to explore the outside world. Some parents are too much affectionate and overprotective which lead to behavior problems later.

Tension is introduced into a social network when more than one person (mother and father) fulfills a social function or interacts with the child in a particular context. Tension develops as the child learns to discriminate between the cues and the responses of the different persons. Learning to differentiate the similar but different cues emitted by two (or more) people may prolong the period of learning to interact smoothly with each person. Moreover, having two social objects does not necessarily increase the amount of social interaction the child may experience, since the presence of father tends to reduce the amount of mother-child interaction (Parke & O'Lerry, 1975). Having to relate to two similar but slightly different persons may, however, force the child at an early age to learn to be sensitive to social cues, to discriminate subtle differences between individuals, and to tolerate frustration generated during the process of learning differential expectations of about father's and mother's behaviors. It can be hypothesized that learning to deal with at least two different social objects may enable the child to "solve" the problem of difference and as such reduces the tension produced by the appearance of two adult authority figures with similar but different opinions and expectations regarding the child's behavior forces the child to learn to deal with differences of opinions and to consider more than one side of an argument or issue. Thus the presence of two social objects should be expected to increase the child's analytic skills. Finally, the fact that these two social objects may have different opinions of the child's worth makes it more likely that, if one persons' opinion is extreme and unjustified, the other parents opinion may counteract the negative influences of the first parent's

opinion. Thus self-concept may be affected by the presence of two parents as opposed to one parent. Tension production and resolution may be a very good learning experience for the child.

The socialization of the child moves from parent to significant others and at preschool they begin to interact with teacher and children of same age. The child grew to late childhood where the child begins to do his/her activities independently to some extent. Their most prominent interest is play; they have gangs whose main agenda is play activities. There is an increase in speech, vocabulary. School is the major scene for socialization at this stage. Skill acquisition is another task. Child has to get clear understanding about time, money, etc. They should learn to behave with elders. There, the fathers can start disciplining the child to behave well with others and can teach many concepts that are required for their life.

Disciplining is the most important task as mothers feel that the fathers have to take care of. Mothers reported that, it's easy to discipline and manage the girl child, but not the boys. Boys are better manageable and disciplinable by males than female parents. Mothers admitted that they make use of the fear that the child have towards the father to make them obey the rules and limits set within the family. The tendency to perceive the father as a source of power and discipline can also be seen in the differential relationship of a mother with a young male versus a female child (McGuire, 1991). Mothers were observed to establish the father as the authority figure for girls, but not for boys. Fathers were used as a threat, as someone-whether present or absent - who would not approve the child's actions.

Children show sibling rivalry which makes the home environment difficult. Resolving that become another hectic task for mothers. One of the participant

reported, “*Sibling rivalry stops when the father enters the scene*”. This point to the role the fathers have in disciplining practices.

When the daughter enters puberty and experience menarche, she becomes more dependent and attached to mother. Puberty and growth spurt in boys, make them to be more detached and independent from the mother. Both boys and girls, with the beginning of puberty, just step back from the social relationships and take time for them. Their body becomes less attractive when compared to childhood, and may look awkward due to the growth spurts. They are beauty conscious, concerned about acne, latest trends and fashion. Later, by the post pubescence, many get back in to social world with much vigor if they get good support. They get adapted and adjusted to the physiological and psychological change that happens with the puberty. Their socialization patterns vary with having friends from opposite sex. They are impulsive and have chances of getting in to misbehaviors like drug abuse. In the case of difficult children there are chances of getting frequent complaints from school. The children may adopt a postmodern hairstyle, use chewing gums always, use of cigarettes, junk foods, irregular food patterns which mothers hate. Parents are concerned about daughters having boyfriends. They fear a chance of sexual abuse. They claim media reports of sexual abuse cases as the reasons for their fear. Every news paper carries many abuse cases daily.

Adolescents begin to decrease their attachments at home and they become more influenced by peers. The reputation of the group to which the child is indulged is a matter of concern to the parents. Adolescents get influenced by peers, class mates and friends, have new value systems (vocation, religion, education, status symbol), new social groupings, morality changes, change in locus of control, break

family rules like associated with time of home coming (generally, boys) etc. Some are shy, socially anxious, phobic, or introverts.

Adolescents are generally emotionally unstable and are impulsive. They get into troubles often. When they get angry, they break possessions at home, they act rude to adults and other family members, but act well with peers, value time less and wander here and there, day dreaming, neglect home responsibilities, lie in some situations, do many things secretly. There is a decreased attachment to family and an increased need for independence. They are easy going, risk taking; spend most time watching television, gaming, and are less concerned about health. Porn site visits, drug, sexual abuse are other matters of concerns.

Mothers reported that, parenting is an automatic process if everything goes as the way the parent wish but they admit that it is an ideal condition. But it becomes difficult, if things go out of control. It requires creative, critical, logical and rational thinking. It's an ongoing problem solving and decision making process in some cases. At many points they get confused and needs support. To bring up a baby in to a successful individual, it takes quite a lot of effort, energy and time. Mothers reports that a shoulder to lie down and relax, when exhausted due to the parenting responsibilities is always a great relief.

Pederson (1973) observed that, the amount of time the fathers interacted with his 5 to 6 month old child predicted the child's alertness, responsiveness, and interest in the environment; it was also the case that father present children had more toys than father absent children. According to them, the fathers indirectly affect the child. One is through the fathers' emotional support of other members of social network - particularly the wife, who is the mother. The father's emotional as well as

economic support for the mother (and vice versa, of course) can affect even the very young child in a variety of ways. For example, by allaying the mother's doubts, anxiety and frustrations and by making her feel more self-confident and secure, the father can enable the mother to be more responsive to the child. Clearly an unhappy wife may be an unhappy mother. Growing up in a loving, relatively consistent, and stable family atmosphere, the young child may be more relaxed, self-confident, and more likely to perceive social interaction as a pleasant, enjoyable occupation (Bronfenbrenner, 1973).

Many of the effects of father absence may be explained by the differences in the mother's behavior toward her children and not necessarily the father's absence per se. In many cases mothers whose husbands are absent must provide economic support for the family. Whether or not they want to work, they must. They must also do all the household tasks with little help from people outside the family (Lynn, 1974). Lynn also reports that the research evidences suggest, mothers whose husbands were temporarily absent on a regular basis led less active social lives, worked less outside the home, were more over protective of children, and were more likely to be concerned with their child's obedience and manners rather than with happiness and self-realization. Hoffman (1971) suggests that not having husband might make a women feel *"burier and more harassed and hence impatient with the child and oriented toward immediate compliances rather than long range character goals"*. Pederson (1975) suggests that, the father's warmth and affection may help to support the mother and make her more effective. Parke and O'Leary (1975) suggest that, the father's interest in the infant is likely to enhance the mother's interest in the child. Another way the fathers affect is through the father being

referred to and discussed by others in his absence. Representational activities occur under at least in two conditions. Whenever there are more than two individuals in a social network and whenever one individual is separated from another and cannot be directly experienced. Here the child's knowledge of the father and the child's relationship to the father are created by a third social object. For example, the mother might say "That's daddy's book" or "daddy's car etc. Another representational activity involves the representing of an absent object. This ability, an attribute of human beings, is more likely to occur the more frequently the object is absent. This separation of the object from the child that allows for the development of representation has been called "distancing" by Sigal (1970). Distancing requires the child to construct, elaborate, and label the absent one and thus promote abstraction. Distancing may play a larger role in the father-child than in the mother-child relationship. The absence of the father frequently requires the child to represent him or think about him in his absence. Children may spend less time thinking about the mother in her absence only because she is less frequently absent.

The father is related to and interacting with other social objects in the child's social network. A complex property of same relationship composing a social network is that they are "transitive." The term transitive to refer to the fact that, if the mother has a relationship to person "X", than the child also forms a relationship to person "X", regardless of whether or not the child has ever interacted directly with that person. In the case of the father, the child's relationship to its mother and the mothers' to child's father facilitate the child's to the father, regardless of the amount of direct interaction between child and father. Transitivity may be necessary in all

extended social networks. It is a sophisticated mental process requiring and enhancing knowledge about self as well as the ability to recognize complex, indirect relationships (Bronfenbrenner, 1973).

Parson and Bales (1955) argued that, sex roles are divided among instrumental and expressive lines. A father is one of competence and mastery. He is the provider, judge, and ultimate disciplinarian. He is the child's model for planning ahead, delaying gratification, and interacting with the world outside the family. Mother is expressive. She smoothes over interpersonal relations and keeps the family functioning as a unit, she is affectionate, solicitous, conciliatory and emotionally supportive. Stolz (1966) revealed that, fathers were more likely to be concerned with children's education, moral values, personal values, and physical safety and mothers were more concerned with their emotional adjustment and freedom from anxiety. Fathers were also more likely to say that socialization agents, other than the mother, such as schools and the media, were beneficial to the child. In case A, the father is very supportive and it has a very positive influence on the overall development, mental health and happiness of the adolescent. In case B, since the father was away for a long developmental years of the adolescent, the positive influence that he could have brought in was missing. Case B is bit rebellious and have a distorted imagery of manliness. It is high time to intervene the situation.

Father involvement and adolescent's psyche

'Fatherhood' has a long past but the history of fathering research is short. There are many attempts to understand, define and to improve the concept and practice of fathering around the world. Some countries have many policies and programmes while others are not even concerned.

Fatherhood is a construct that get influenced by many factors. Mothers are usually the biological mothers and their maternity is confirmed by birth, and they are mostly residential. Fatherhood construct varies due to many reasons. The varying contextual frameworks on fatherhood make it a topic, difficult to research.

In the current study, the researcher took a stand of the father as the 'male parent'. Even in the similar context, the fathering experience and perception may vary with gender, age and other demographics. The son and daughter may perceive and experience the fathering experience differently.

Females describe fathers in long essays; glorify the father-daughter relationship using literary and ornamental remarks. This is less evident in males. There the Freudian concept of Electra complex emerged in the data. Males responded with funny dialogues and filmy jokes to describe father. Girls had guilt describing their father in a negative or funny manner. Boys were specific and to the point and the glorification of father role was absent in their responses.

The analysis shows that father involvement can influence the adolescents' life in many ways. The father has a role in moving the child from the family to the outside world which can be explained using Bronfenbrenner's ecosystem model.

Bronfenbrenner (1994) gave two propositions that are capable of explaining the child development. The first proposition describes the proximal processes and the second proposition describes the dynamic forces in the proximal processes, form, content, and power. Father is a significant proximal process in the family. His form, power and the content of involvement and interaction can affect the offspring development till adolescent to a greater extent. Father becomes the bridge between the homes as the microsystem to the society as the macrosystem. There is the need for the growth by leaving the egocentrism, to accept the world and self in a more mature way. To get involved in to the society, the extroversion characteristics have to be developed. An involved, encouraging father can fasten and smooth the process.

Karen Horney in her theory of personality suggested that, when there is a disturbed interpersonal relationship with parents during childhood which she described as the basic anxiety, the fear of being left alone, helpless and being insecure will lead to three types of social behavior. A passive style (try to be agreeable or compliant), aggressive style (fight to get attention), or withdrawn style (repress their emotion). She emphasized the social factors especially parent in molding the child's behaviors. The secure attachment the child experience in a safe family environment helps in the better development as an individual. The neurotic needs, and the three types of social behavior, (moving away from people, towards people, and aggressive tendencies) get expressed in different grades in each individual may be influenced by their earlier experiences.

The growth spurt in adolescent helps the child to overcome the inferiority they had when they were children and there the striving for superiority become

prominent. They try to strengthen their creative self and start rejecting the traditional roles, the concept described by Alfred Adler is very evident in the investigated sample. They long for autonomy, independence, acceptance and understanding. They want the reassurance in all streams of their life. Fathers can work on the inner doubts of the adolescent and can help to attain prosperity. The conceptualization of humanism, humans strive for growth, dignity and self-determination, and search for a place for oneself and a clear identity is the strongest need during the adolescent years.

Adolescence is a period of transition from childhood to adulthood and the individual has to get equipped for that. With the progressive growth and development, the Rogerian gap between the ideal self and real self reduces. The egocentrism has to be tackled by the reality. According to Eric Erickson, this transition brings in identity versus role confusions. An involved father can understand the inadequacies of the adolescent and can support the child in adapting to the changes and to resolve the identity crisis. By accepting and respecting the individual's identity, father can boost the self of the adolescent.

The needs vary with age. The developmental process during adolescence brings quite a lot of changes in the needs of an individual. The adolescents higher needs become more prominent based on the hierarchy proposed by Abraham Maslow. They are more concentrated on the cognitive and emotional needs. The individuals thought processes move from concreteness to more abstractions and there arise construction of their own view of the life, being and the world.

Adolescence is in the formal operational stage of Piaget's stages of cognitive development. It includes the concepts like hypothetical - deductive reasoning (quick thinking or excuses), imaginary audience (everyone is looking at them), personal fable (inflated opinion of themselves) and propositional thinking of logic. They are able for abstraction and reason and can think of all possibilities. Combinational system develops, whereby variables are isolated and all possible combinations are examined. Thinking operates in a formal, highly logical, systematic and symbolic manner. When the father is involved he becomes the valuable part in the adolescent's cognitive development. Through his spending time and leisure as play, with the child he directly takes part in the cognitive development of the child. There is better chance that children, whose fathers are involved shows a greater cognitive competence on standardized intellectual assessments (Lamb 1987; Radin 1994) and scores higher on IQ scales (Gottfried, Gottfried, & Bathurst 1988; Honzik, 1967; Radin 1972; Shinn, 1978) and to live in cognitively stimulating homes (William, 1997). And being a great support to the mother of the child he plays his role indirectly also.

Moral development is the acquisition of rules that guide moral actions. Different dimensions of moral development are internalization of moral codes, ability to make moral judgments, formation of moral character and exhibition of moral behavior. A morally developed person is one who has internalized, or learned, the rules of society and whose behavior is consistent with those rules (Grief, 1976). According to the psychoanalytic view, Freud focuses on the internal aspects of moral development. The superego acts as an internal censor and is expected to be the seat of morality. Moral development occurs during the early years of life, and the family, especially the parents have the major role the first attachment figure is

the mother and the children identify with her and thereby may acquire her characteristics (Bronfenbrenner, 1960). Initially both boys and girls have similar patterns of development. When the phallic stage begins, (around 3 or 4 years) development of boys and girls starts to differ. In case of boys, the little boys have an incestuous desire towards mother and they are jealous towards their father. They wish to get rid of him (Oedipal complex). Boys fear that the father may retaliate by castrating him. Later, when the boy realizes that he cannot get rid of the father, he deals with the castration anxiety by identifying with his father and the boy is like his father, so he will not be castrated. Thus resolve his oedipal complex. This result is the formation of superego, which includes the conscience and the ego ideal. Boy acquires appropriate sex-role characteristics and also internalizes the moral rules and values his father represents. Without a male figure, the boy doesn't have castration anxiety and would have no reason to resolve oedipal complex. Although some moral development would occur because of identification with the mother, but have weaker superegos and would therefore be less moral than boys with fathers (Grief, 1976).

In case of girls, on the other hand, little girls are incestuous to father. Girls experiencing penis envy, blames her mother for lack of penis and she switches her love from mother to father. With her father, she doesn't fear castration. Girls' ultimate identification with father is rather weak. They simply give up hopes for their fathers and then identify with their mothers and thereby form their superego and hence acquire sex roles and their moral values (Grief, 1976).

Adolescence renegotiates their role from dependency to independence. There the changes happen very swiftly in physical, psychological and social spheres, and

the individual has to make a lot of adjustment and adaptations. The characteristics of this period changes with time, culture, and socioeconomic situations. It can also vary based on the timing of puberty, age of marriage, sexual attitude and behavior, urbanization and even globalization. The physical and sexual maturation, movement towards socio-economic independence and identity development and they have to gradually acquire skills to relationships and roles. Adolescents are vulnerable to exploitation and high-risk behaviors. The experiences and habits formed during the adolescent years can have long lasting impacts. Hence this is the unique opportunity for the adults to intervene.

Adolescents need to get separated and begin the autonomy process. Separation has to happen in physical as well as psychological sense. Autonomy is understood to be the acquisition of self governance (Hill & Holmbeck, 1986). It is also viewed as a positive emotion about one's own competence. Adolescent's autonomy has to develop within the context of connectedness to the family.

Psychoanalytic thinkers describe the changes as mostly due to the result of physiological or sexual maturation and the changes in the intra psychic levels while other researches focused on the behavioral, cognitive and emotional aspects. As the sexual instinct emerges, the ego has to struggle to achieve supremacy over the id. There arises the need to adjust and adapt. Adolescents withdraw their libido from their parents suddenly and altogether. Later, libido is directed towards non-familial, non-incestuous objects of the opposite sex (Freud, 1958).

Adolescent tend to question or reject the paternal authority which result in conflicts (Smetana, 1989). They start perceiving their parents as ordinary people and stop idealizing them as young children do. They change their views about parent

(Steinberg & Silverberg, 1986). The characteristic changes observed with the increasing separateness are visible as, adolescents spend more time away from parent, even though they are at home they stay locked in their rooms, adolescents feel that their closeness with their parents has reduced. And the conflict and the disagreement between parent and adolescent increases. Though the importance of friends increases during adolescents, parents are still the most important source of support to adolescents (Youniss & Smollar, 1985). Peers do not replace the parent, but the parent-child relationship becomes more mature. During adolescents, parents control over the individual's life decreases. Their role becomes less direct and less active. But parents can act as models or construct an atmosphere which helps adolescents to assert their individuality. In families where members are sensitive and respect each other, adolescents are more individuated (Grotevent & Cooper, 1985). It can serve as a facilitating environment for the adolescent to differentiate from family and to establish a consolidated identity.

The researcher could find many projects like fatherhood initiatives, national responsible fatherhood clearing house (NRFC), fatherhood buzz, responsible fatherhood by U.S. Department of health and human services and websites like fatherhood.gov, dad talk blogs, and the website of department of housing and urban development of United States are examples. There are various programmes to enhance father involvement for the development of fathers as well as the children. There are many governmental and non-governmental organizations around the world that work and provide grants to empower fathers and children through father involvement. These programmes intend to strengthen the bonds between children and fathers so as to empower families with financial literacy, education, job training and health resources. If father involvement is improved it can in turn bring

development and progress in many other aspects of society. Women can have her hobbies though she is a sincere professional, a devoted wife and an affectionate mother. If she gets support from her better half in child rearing, she can relax her body, mind and rejuvenate her spirit. With more women working there is a social change happening.

Mental health promotion programmes are to create living condition and environment which support mental health and help people adapt and maintain healthy lifestyle and work with the ideology that prevention of mental disorders are better than cure. It also should focus on the promotion of mental health and well-being. Policies and programmes by governmental and non-governmental organizations may bring change to wider range.

CHAPTER SUMMARY

This chapter discusses in detail the analyzed data from the two phases of the investigation. From the first phase, the phenomenon ‘father involvement’ is described as thirteen domains, and is then followed by the comparison and is contrasted based on age and gender on each domain. The data from the second phase helps to describe four case in detail which gives a picture of the individual participant characteristics, father as a ‘person’, family characteristics, father–adolescent relationship, fathering characteristics, the development and mental health in relation to father involvement, and describes father involvement and adolescent’s psyche.

The pioneer in fatherhood research, Michael Lamb (1975), once said that 'Fathers were the forgotten figures in the child development. In the past 40 years there have been many researches, policies, programmes and fatherhood initiatives developed which points to the increased concern and awareness about the father role. The aim of the present study is to explore the construct 'Father Involvement', to identify the domains within, to compare and contrast the difference between the increasing age and gender, to explore the association between father involvement, mental health and the overall development of an individual till adolescence. Father involvement was conceptualized as a unidimensional concept by many researches while there are many investigators who argue father involvement as a multidimensional construct. The current research explored father involvement as the later.

Fatherhood is mostly studied in comparison to motherhood, and usually the results end up finding that father is inadequately involved as a parent and hence is kept aside. In the current study, there is no comparison between father and mother and is studied as a single entity and it explores fathers based on their functional perspective, it focus on the socially constructed perceptions on 'father involvement' among adolescents and how do those perceptions influence the adolescents' mental world.

RESEARCH AIM/ STATEMENT OF THE PROBLEM

The aim of the study is to explore the construct 'Father Involvement', to identify the domains within, to compare and contrast the difference between the age and gender on each dimensions, to analyze the adolescent's individual characteristics, his/her father as a 'person', family characteristics, father-adolescent

relationship, fathering characteristics, and to explore how father involvement relates to development and mental health of adolescents.

The work is titled as “FATHER INVOLVEMENT AND ADOLESCENT’S MENTAL HEALTH: AN EXPLORATION”.

WORKING DEFINITION

Father involvement: Father Involvement is the ways through which the male parent of any individual, play an active roles in taking care of the offspring from basic to the overall development. Father involvement in the present study makes use of the perceptions of the adolescents on how their father is involved in their life, the quality interactions, concerns and the processes within. Their interpretations determine their experience and hence the adolescent’s perception matters.

Adolescent: Adolescent in the current study includes individuals from 13-18 years of age. Early adolescence includes 13-15 years and late adolescence, 16-18 years. Adolescents is the transitional period from childhood to adulthood, where the individual has to make many adjustments and have to adapt successfully in all the aspects of development like physical, emotional, cognitive, social, moral and spiritual.

Mental health: Mental health is usually defined as absence of disorder. Here the researcher attempts to study mental health as a positive construct. World Health Organization (2014) defines mental health “*as a state of well being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community*”. In the current study mental health is the description what the participant explains as his or her positive psychological states. Development is a dynamic process which gets influenced by the nature as well as nurture. The overall

development of an individual includes many factors like emotional, cognitive, language, social, academic, moral and the overall development of self.

Exploration: It is the process or activity of investigating, examining, or searching to find about something that is less familiar. It is a systematic and careful search for understanding better about something. Social science research usually makes use of qualitative as well as quantitative techniques to explore a phenomenon. In the current study, the investigator makes use of the qualitative methodology, interpretive phenomenological analysis for her explorations on father involvement.

RESEARCH OBJECTIVES

1. To explore the phenomenon ‘father involvement’ among adolescents.
2. To describe the subthemes of the construct ‘father involvement’ among adolescents.
3. To compare and contrast the themes of the construct father involvement based on age among adolescence.
4. To compare and contrast the themes of the construct father involvement based on gender among adolescence.
5. To explore individual characteristics of the adolescent participant, father as a ‘person’, family characteristics, father–adolescent relationship, and fathering characteristics through case study.
6. To explore how fathers involvement relates to the development and mental health of the adolescent.

RESEARCH QUESTION

How can ‘father involvement’ be defined, what are the domains within, how do this construct vary with age and gender within adolescence, to explore how father involvement relates to development and mental health of adolescents.

Table 5.1: Overview of Research Aim, Research Objectives and Research Questions

RESEARCH AIM	RESEARCH OBJECTIVES	RESEARCH QUESTION
<p>To explore the construct ‘father involvement and understand its influence on the mental health and the need for father involvement in the overall development of an offspring till adolescence.</p>	<p>1.1 To explore the construct ‘father involvement’ using interpretive phenomenological analysis.</p>	<p>1.1.1.To explore the phenomenon of ‘father involvement’</p>
		<p>1.1.2. To describe father involvement as domains.</p>
		<p>1.1.3. To explore variation in father involvement on each domain based on gender among adolescence.</p>
		<p>1.1.4. To explore variation in father involvement on each domain with progression of age within adolescent years (early adolescent versus late adolescents)</p>
	<p>2.1. To create an in-depth understanding of father involvement, mental health, and the need for father involvement on the overall development of an offspring among adolescence using case study method.</p>	<p>2.1.1. To case analyze the adolescent’s individual characteristics, his/her father as a ‘person’, family characteristics, father–adolescent relationship, and fathering characteristics.</p>
<p>2.1.2. To explore how father involvement relates to development and mental health of adolescents.</p>		

SIGNIFICANCE OF STUDY

During her training and service at psychiatric clinics, the investigator identified a coincidence of psychological illnesses and father absence among adolescent patients. Further exploration added evidences to the assumption. To explore further into the dynamics, the investigator opted the topic of research. Initial interest was 'father absence' and later her reading and understanding led her to investigate 'father involvement'.

Bowlby in 1982 said that child development and well being were focusing on the dynamics between mother-child relationships. Fathers are often the untapped resources in parenting (Pruett, 1988). Lamb in 1997, added that fathers have been often assumed to influence only on the periphery of the child's life and have little importance in child development. Cabrera, Tamis-LeManda, Bradley, Hofferth, and Lamb in 2000 reported that father involvement is a factor associated with child's positive outcomes and have received limited attention in the recent psychological research.

Men's role has changed and women had taken up the work roles, hence the roles of men in family need to be defined or redefined. The time that the mother spends earlier with the child decrease significantly when she starts to work outside home. Two involved parent can always add the benefit and also cover the limitation in child rearing practices of each others as parents. There is an immediate need to nurture men's role in families. Many men and women as well believe that as a parent just provision is the job of father. Many men wants to be involved fathers, but

may not know when, where, how, and to what extent. There is a need to understand the role of fathers and to create awareness.

Disintegration of the family system in the contemporary society has brought about a significant degree of alteration in the ecology in which the children are being raised. The extensiveness and rapidity of the changes and their consequences comes into the inquisitiveness of a social scientist. Unfortunately there is less literature on the nature and importance of the father-child relationship. It is critical to have an impact based, than a time based measure of father involvement (Amato, 1998; Amato & Gilbreth, 1999). The groundbreaking effort of Lamb and Pleck gave focus to time based assessment of father involvement. There is a need for a more multidimensional and multifaceted approach and to give more attention to the impacts and consequences of father involvement on children's development (Marsiglio, Amato, Day, & Lamb 2000).

There is quite a large body of knowledge on mothering. Child development programmes are generally mother-centric. There is an untested assumption that mothers are more important than fathers. Mothers spend more time with their children and hence are expected to have more impact. Fathers are considered as just mother supporters as parents. Fathers in all aspects of child development are studied in comparison to mothers and results and findings end up describing fathering as a deficiency model to mothering. There the study compares how the fathers influence or take role when compared to mothers in different aspects of child rearing, and not acknowledge that both parents have different roles to play.

Most of the research in child development involves mothers may be because; they are easily available and accessible for research purpose. Mothers themselves believe that their role in parenting is very important. Fathers are usually regarded as busy and are so much involved in the outside world and are less accessible for the process of research.

There is a need to conceptualize father involvement as a construct that can stand by itself as self exploratory and explanatory. The quality and impact has to be given importance than the quantities of time spend or material provision alone. There is a need to describe the construct 'father involvement', cross analyze the perceived father involvement, mental health of adolescents and to explore the influence of fathers on the overall development of the offspring till adolescence, letting the adolescents talk for themselves.

Adolescence is one of the most vulnerable and risky period. At the same time transition has to happen from dependency to independence and they undergo identity crisis. Hence, adolescence is the most critical period where father involvement and detachment has to go hand in hand. During the adolescence, critical interventions can benefit the developmental processes and has to be investigated in greater depths. Any habit that is formed during adolescents will have a long term impact.

Research philosophy and methodology

The investigator made use of the 'research onion' developed by Saunders, Lewis and Thornhill in the year 2008 to explain the research philosophy of the current investigation.

Table 5.2: ‘Research onion’ of the current study.

Epistemology		Interpretivism (Collins, 2010) (Research philosophical position)
Ontology		Subjectivism (Gill and Johnson, 2010).
Approach		Induction (Gill and Johnson, 2010).
Axiology		Value laden (Saunders Lewis and Thornhill, 2009).
Choice		Multi-method (Tashakkori and Teddlie, 1998)
Methodology	Phase 1	Interpretive Phenomenological Analysis using Duquesne method (widely adopted by Colaizzi (1978) and further elaborated by Bullington and Karlsson (1984), Werts (1984), Hycer (1985), Polking Horne (1989) and Moustakes (1994).
	Phase 2	Phase 2- Interpretive Phenomenological Analysis using case study (Smith and Osborn, 2015).
Time horizon	Phase 1&2	Cross sectional
Data collection technique	Phase 1	Self report (written protocols)
	Phase 2	Semi structured interview, observation
Sample	Phase 1	1110 adolescents, 13-18 year old, (511 males, 599 females) from a single school at Malappuram district, Kerala
	Phase 2	Four adolescents (Two males and two females) from more of a homogeneous background. The participants and their mothers as informant.
Major concepts explored	Phase 1	The phenomenon ‘father involvement’ based on the perception among adolescents and to compare and contrast based on gender and age.
	Phase 1	In-depth exploration of father involvement and adolescents’ mental health. How fathers can get involved in development of offspring till adolescent through the eyes of mother.

INFERENCES/ IMPRESSIONS FROM THE STUDY

Phase 1: Interpretive Phenomenological Analysis (Self Report)

- Father involvement, according to adolescents is defined as, the roles that father takes up in bringing up his offspring which includes, nurturance, protection, provision, acceptance, understanding, guide to the outside world,

provide support, taking responsibility, academic assistance, discipline, time spend together, role model and have good relationship with mother”.

- ‘Nurturance’ includes care, love, warmth, companionship, being available, help in daily activities, showing interest in overall development, encourage and help to flourish and succeed. The early adolescents are more relationship oriented, while late adolescents are communication oriented and wish for distance, males expect cognitive nurturance while females’ wish for emotional nurturance (enjoy affectionate touch).
- Protection includes creating safe environment to explore, take safety precautions, teach survival skills, concerned about nutrition and health, drug abuse, bad company, accidents, sex rackets etc. In case of ‘protection’, during early adolescence, fathers are more concerned of general precautions and physical hygiene, while at late adolescence fathers try to equip them with self help skills and are more concerned of psychological and social hygiene. For males fathers take care on more of general precautions like traffic rules, accidents, drug, gangs, etc., while, for females they are specifically concerned about relationship issues, strangers, sex rackets etc. Fathers are more protective on girls than boys and this may inhibit their separation and autonomy.
- Provision includes concern of father in providing the adolescent with basic requirements like food, clothing, shelter, and sacrificing his own wishes for adolescent. In case of ‘provision’, the early adolescents’ needs provided by father are more materialistic, play oriented and concrete while in later years,

the needs are more of abstractions like ideas, views. Father's provide the adolescents with gender specific items (as fathers perceive). This may lead to the gender identity development.

- Acceptance includes attitude or feeling that one cannot change something and getting used to it, receiving them as they are (abilities and disabilities), having faith, accept and respecting individuality, trust, being open minded, provide space to communicate, explain and discuss experiences, and to have realistic expectations. In case of 'acceptance', the early adolescents have expressed fewer responses that ask for acceptance but late adolescents showed more frequency of responses that demanded acceptance of their individuality and decisions, males are more concerned about independence and autonomy than girls.
- Understanding includes empathizing, resolving issues smoothly, appreciate, encourage, know interests and ambitions, unconditional positive regard, forgive mistakes, communicate effectively etc. Father's love is more conditional than mother's love. In case of 'understanding', the early adolescents have expressed less responses that ask for understanding but late adolescents showed more frequent demands. Late adolescents long for more acceptance of their individuality and they want the affirmation from their father that they are grownups, males long for their father's understanding and affirmation of them as an individual and girls want father's to understand them emotionally. Girls seem to be more emotionally loaded in attachments. Boys have complaints that fathers are being partial based on gender of their children.

- Guide to the outside world includes, helping know the unknown and unclear, to form attitude, to behave, to have a philosophy to life and relationship, increase opportunity for socialization, gain information and participate in discussion, emphasis on self presentation etc. In case of 'guide to the outside world', the early adolescents recommend suggestions from their father and father's views and socialization have important role in flourishing their relationships and explorations in to the outside world. Late adolescents have their own interests and decisions for which they just need the assurance from the part of the father. They believe that they are self sufficient to meet the world. Boys expect more freedom and exploration. They have more exposure to the outside world and fathers are interested in taking them out to the social world. Girls in the current sample commented that they have less opportunity to explore the outside world and they accept the gender stereotype and hence father has to communicate to them what is happening there. The father becomes the bridge between the home and the external environment.
- Provide support includes giving confidence, being attentive to mental states, to trust, view adolescents 'life' important than socio-economic status, encourage, comfort etc. Early adolescents believe that, support is essential for the child development while late adolescents attains autonomy in many matters and they expect support from fathers mostly when they are stuck in any situation. Males expect support as accepting them as they are and not blaming, comparisons etc., from the part of the father. Females view emotional expression and freedom as supporting.

- Take responsibility includes the father's mental set that it is his duty to take care, be available and to take related decisions, to know the child and surrounding, concerned of health, time, have contact with friends of adolescent and their generation. In case of 'taking responsibility', the early adolescents consider the concern and support in the daily activities of adolescent as the responsibility of the father while, late adolescents view support in the major life events and decision making, males view the overall development of the offspring, and girls mostly viewed providing safe environment as the responsibility of the father.
- Academic assistance includes interest in educating child, active in academic activities, assist studies, engage in informative discussions, debates, provide material needs, motivate to succeed, concerned about attendance, progress and performance, enhance self dependency skills, inform about opportunities, carrier, informational visits to places, art galleries, planetariums, libraries etc. Father's provided academic assistance to adolescents based on the need of the age. Earlier it was more education through play, stories, taking them to zoo helping with homework etc. Fathers of early adolescents were concerned of the basic education but lately they gave more importance to the knowledge acquisition, practical intelligence, and to prepare them to survive and excel in the world. For females, fathers create a learning environment and basic education is given priority while for males there are higher expectations.
- Discipline implies make people obey rules and standards of behavior and punishing them if they do not, give idea about right and wrong, do's and

don'ts, moral and religious information, provide freedom with limits, explain rationality of limits set, teach to pray and to be organized, not just advice providers, but extend support, teach etiquettes of social life, pass cultural and traditional values, neatness, punctuality, trustworthiness, charity, honesty and the list goes on. In case of 'discipline', during early adolescence, fathers were stricter in disciplining practices. There were many responses, which reported physical punishment from the father. Lately fathers were more liberal and democratic and punishments were more emotionally oriented like withdrawing communication, ignoring, limiting freedom, etc. Late adolescents had instances where they retaliated against their father. In case of 'discipline', males request to reduce disciplining while females accepted disciplining.

- Time spend together includes physical activity like play, gardening, cleaning, farming, visiting places and relatives, having meals together, narrate stories of childhood, share experiences, intellectual discussions, communicate, help mother with domestic chores, physical, cognitive and emotional presence. Early adolescents wanted their father to spent time with them literally. The physical proximity is what they appreciated and they gave specific description how a father can be involved like, playing games, engaging in funny acts together etc. Late adolescents do not insist on the physical presence, they wanted the psychological presence, availability and mental support. Males expect to spent time on more physical and cognitive activities while females expect emotional interactions.
- 'Role model' includes being a guide to life, to deal with situations, to understand how men behave. During early years, dad is their super hero, but later the idealization decreases. Fathers who are committed, educated,

sincere, loyal, hardworking, punctual, honest, not addicted to anything (substance, internet), energetic, etc., like behaviors make adolescent to be proud of being born to him. Early adolescents view father as an ideal person than the later. As the age progress the ideal image of father is replaced by the real image and the perceived heroism of father begin to fall as the child move to adolescence and still later. Males view being available for society (social orientation) as heroism while females see being a family man (family orientation) as respectable behavior.

- ‘Relationship with mother’ includes having a positive, close, warm, healthy and friendly relationship with mother, express love, enjoy mutual relationship, resolve issues and misunderstandings at the earliest, behave well, discuss, make decisions together, respect, consider opinions, share responsibility at home, value efforts of mother etc. Early adolescents expect fathers to be more expressive in father-mother relationship in the later years they want to experience that their father acknowledge, respect and enjoy the relationship with mother. In case of ‘relationship with mother’, both males and females are concerned about father’s behavior towards mother. Females seem to be empathizing more with their mother.

General observations

- Gender difference is more prominent / evident in late adolescents
- Females responded to the concept ‘father involvement’ as essays while male respondents limited their response in a paragraph or jotted the specific points. More literary remarks and ornamentalities were noticed in the female responses. They glorify their father more the boys. But when girls have a less involved or uninvolved father, they report less.

- Females give more mature responses, and were more concerned of the family as a whole, concerned about financial issue. Boys were more egocentric.
- The adolescents have clear perceptions on the phenomenon 'father involvement'. They have clear idea about how they want their fathers to be involved in their life. There were responses those points to real as well as ideal images of father.

Phase 2: Interpretive Phenomenological Analysis (Case study)

- Father establishes structure in the family and if present he is usually the decision maker.
- Having a father in the family makes the system complete. A father can be physically present and may not know the child; or a father can be physically absent and can know the child well. Hence father involvement is not a measure of physical presence but of psychological availability. It is more of a belief of the child that their father is there for them.
- Adolescent with involved father have more self reported happiness and they are happy and interested to explain about their father.
- When father is notorious in the neighborhood, the adolescents internalize or externalize the emotion. Either they are silent, shy or they retaliate and are rebellious.
- Mothers are happier if the father is involved in the child matters.
- Mothers expect father involvement during various developmental stages of the offspring's life.
- During prenatal period, the father has to take good care of mother's health, nutrition, emotional support, and physical proximity to be available if emergency arise.

- During infancy, the infant may have frequent illness, the mothers may feel inadequate, and there they need reassurance and support. Physical proximity of an involved father becomes a big relief.
- During babyhood, mothers need support to take care of the very active and accident prone baby. There is the need for the physical and psychological spontaneity in baby care.
- During childhood, fathers are expected to make child obey rules, and get disciplined. There the physical proximity is less insisted, there is need for psychological support in controlling and managing the developing child.
- During adolescence, there is a need to manage the adolescent, discipline, to take to the outside world. Physical proximity is less insisted but there is the need for psychological presence.
- Involved fathers are respected and their efforts are valued by adolescents as well as by their mothers.
- Mothers don't appreciate fathers being involved than them, in taking care of the child. They have the strong need to be the primary care giver to the child.
- In distorted family structure, mother may act as barrier in father involvement.
- In distorted family structure, there is a chance that father is negatively pictured by the mother. There to make sure the child does not miss his/her father in every sense, cognitively, emotionally, morally, socially, the mother has to take great effort.

IMPLICATION OF THE STUDY

- To bring in awareness on the men's role as parent to the public and specifically to fathers of developing children.

- To bring in to focus, and create a ground for policy changes at work place to see fathers as parents as mothers are.
- To make suggestion to increase paid paternity leave. Not just 10 days after birth or before.
- Through awareness on father involvement and by increasing the practice, it can strengthen family bonds, decrease distorted families and thereby support suffering children.
- To make fathers understand, what adolescents expect from them.
- To create better involved fathers through awareness training and practice and in turn to bring changes in the health, social, economic and cultural levels of the society and there by mobilize the human resources of the nation.
- Due to the increased divorce, separation, out of wedlock child births, job placements, etc, there is a chance that children miss their fathers. Divorce does not mean disconnection. But usually that happens. After quite lengthy legal procedures the custody usually goes to mother. There is a need to bring in policy change so as to confirm better access to fathers. Joint custody has to be promoted than sole custody. Policies should be more generous to the child and should promote best interest of the child.

SUGGESTION AND LIMITATIONS

- Didn't make use of fathers in the research.
- Due to lesser number of participants in the case study, generalization is not possible.

FUTURE RESEARCH

- Conducting research by making use of fathers.

- Construct a ‘father involvement’ module to create awareness and training programmes on the topic.
- Construct a test that measure ‘father involvement’ culturally contextualized, for action research.
- Create more triangulation in the research to make the study more contextualized and valid.
- Explore more in to the mother characteristics, family, community, culture, tradition, presence of other male members etc, in the family.
- Explore more in to variation of fathering like step fathers, divorced, separated, third gender, homosexual and other alternative family structures.
- Compare and contrast the difference in need for father involvement based on gender within the same family among siblings.

Chapter summary

This chapter summarizes the research aim, objectives, and questions, working definitions, significance of study, research philosophy and methodology. It reports the conclusions and findings from the study as inferences and impressions. It also point out implications and future research options

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APPENDIX 1
CONSENT FORM PHASE 1

“I am a PhD research scholar at the department of psychology, University of Calicut. As part of my research work on father involvement, I am here to collect some self reports from you. What you have to do is to write anything and everything that comes to your mind when you hear the word ‘father involvement’. There is no right or wrong response. You can write in Malayalam or English or in any language, in which you are comfortable with. Discussion among yourselves on the topic before writing the report is not appreciated and I expect a unique piece of report from each one of you. This is not a compulsory work, and those who are interested only have to participate. I will collect the document when you are done with writing. You don’t have to mention your name or identity. But you have to write your age and gender on the upper right hand position of your self-report. Your identity will not be revealed and your documents will be kept confidential and it will be used for research purpose only. If you are ready for the process, please sign below and start writing your report. Thank you”.

Signature of participant

Signature of investigator.

APPENDIX 2

SUBTHEMES IDENTIFIED FROM THE PRIMARY ANALYSIS OF THE PHASE 1 DATA (CONSTRUCT FATHER INVOLVEMENT AMONG ADOLESCENTS)

- Help face the novel situations
- Motivate to dream and act towards success,
- Providing them with the best environment and opportunities to grow and flourish
- Encourage and nurture ideas and views
- Love, care, kindness
- Have warm close relationship
- Help develop and flourish by even sacrificing his own wishes
- Show interest in the overall development of child
- Tell children that you love them
- Attending events that your child participate in
- Comforts when afraid of darkness
- Address using sweet/touching pet name.
- Calms the uneasy situation in humorous ways.
- Create pleasant surprises for us
- Providing a space for sharing of positive and negative emotions,
- Being there in ups and downs
- Companionship
- Consoling in downbeat situations.
- Teach basic first aids
- Concerned about accidents during games and sports.
- Teach traffic rules,
- Teach swimming
- Motivates to do exercises
- Make sure that we are not in bad company or gangs
- Concerned whether there are any drug mafia in the neighborhood
- Advice to be cautious with strangers
- Keep away from dangers

- Concerned about sex rackets in the neighborhood.
- Concerned about people we interact with
- Very much concerned while going for a long day and night trip or tour from school.
- Provide a private and safe space around the house-build fence or walls around
- Insist drinking clean and boiled water,
- Stress on neatness, tidiness (bath and brush daily/twice a day)
- Provide safe environment to grow
- Safety precautions while construction of house
- Make us relaxed and free to explore
- Insist on personal hygiene
- Enquires about the special occurrences at school,
- Nurse when ill and provide best of the available treatments.
- Insist to avoid fast/ junk foods and drinks.
- Monitor nutrition
- Financial needs
- Bought bicycle, cake, ice cream, chocolates
- Clarity of thought
- Provide ideas and views
- Provide place to play, help in making play homes.
- Get us outdoor game articles like ball, bat, rackets etc.
- Basic needs of food, clothing and shelter
- Get mobile phones, camera, and other technological gadgets and ask to use it with responsibility
- Material needs like book, bag, pen and other requirements.
- Cook favorite dish for child
- Leave favorite dish to his children,
- Pocket money
- Get us indoor game articles like chess, snake and ladder, ludo etc
- Buy gold or other ornaments
- Get us new trendy / fashion dresses and fancy items.
- Gets chocolates to distribute in the class on special days.
- Throws birthday parties, gifts us,

- Provide toilet and bathroom facilities.
- Have realistic expectations; make do things only at our level and age.
- Accept and respect individuality
- Being impartial to siblings.
- Should not talk ill of children in public (cut jokes, embarrassing comments)
- Open minded to hear us without any prejudices and stereotypes.
- Provide space to talk, communicate, and experience the world,
- Should be impartial based on gender of child
- Should not be a barrier in adolescent's love relationship
- Should not compare with others
- Accepting the child as he/she is, abilities/skills and inadequacies/disabilities
- Appreciate positive qualities.
- Should not view us as little kids
- Include adolescent in decision making,
- Should not be a fearful person to his child
- Being aware of child's ambitions.
- Respect our views and should listen to us
- Behave in a way that is with unconditional positive regard.
- Encourage to come up with ideas, and resolve conflicts and issues, and to flourish.
- Enlarge circle of freedom
- Discuss about major occurrences in the life of father life of father (earlier or current) and listening to the views and concerns of adolescents. For example about financial difficulties, debts, etc
- Have faith in us
- Should not scold or shout at us in public
- Explain and discuss about their experiences with us
- Friendly
- Reduce restrictions(time spend for play activities, hobbies and other leisure)
- Should not overload with special courses and classes.
- Understand that children are not computers (do not overload)
- Be liberal and democratic
- Empathize and console in difficult situations. Should not shout at us.
- Being friendly- not be nightmares

- Conflicting ideas arise on some matter, resolving them smoothly.
- Differing ideas are inevitable. Do understand that.
- Understand and accept that we will have friends from opposite sex also.
- Understand we have our own plans for life
- Understand my mood fluctuations without me verbalizing it and act accordingly.
- Explain the prospectus and consequences of acts not just advising..
- To trust and to be trustworthy
- Don't make us do things that we don't like
- Understand that not all opposite sex relationships are love affairs/dangerous?
- Understand the abilities and disabilities
- Forgive mistakes
- Share positive and negative feelings
- Be jovial and humorous-not short tempered and communicate effectively - not a one way communication.
- Understand our needs without asking for it and fulfill needs without frequent demands and nagging for the same,
- Explain matters at our level of understanding in a way so that it reaches us.
- Knowing our interests
- Freedom
- Try to know the child psychologically.
- Understand the new generation is living in a different time and space when compared to them.
- Should not compel us saying do this or do that.
- Teach how to spent time and money
- Introducing us to his friends and colleagues
- Encourage to go for group plays in the neighborhood
- Increase opportunities to interact with people
- Encourage to explore
- Inform about the people, behaviors, places and the world around.
- Have informative and brains storming discussions social issues usually after dinner at home,
- Encourage to be a part of sport, arts or other social clubs
- Help working on areas where we are less skilled,
- Teach football and cricket basic rules

- Inform about the world and people, places and behaviors
- Father travels along (places, tours, travels, beach, park, family homes, shops, hotels and market) with us.
- Strict on self presentation (neat dressing, bathing, brushing and washing regularly)
- Guide to find focus in our life
- Ask us to read news paper, watch television news, educational channels and have discussion on the matters.
- Be a torchbearer to life
- Should inflict a positive attitude
- Introduces to his colleagues and other persons.
- Moulds attitude towards people, world, relationships and life
- Explain novel matters and experiences with clarity
- Taking us to places outside home
- Provide general knowledge,
- Inspire, guide to success, model of manliness / masculinity.
- Guide to behave with elders, opposite sex, teachers and other people
- Invite our friends home
- Make us think big /globally
- Explain about the special occurrences in the neighborhood.(we have less opportunity to explore)
- Help us to follow our dream
- Should allow us to take risks
- Stand by our side in our good and bad situations,
- Support me even if everybody turns against me.
- Encourage us when we are dull
- Comfort us when we are unhappy
- The best way to support us is by believing what we say than what other people talk about us.
- Be attentive to our mental states
- Give importance to us and our life than socio-economic status while making decisions.
- Not blaming/de-motivating/complaining about our inadequacies. Understand no one is perfect.
- Solve the issues at home,

- Attend to his children
- Help us with daily activities,
- Be my backbone, make me strong
- Support with our novel, creative ideas, wishes and ambitions
- Hold hands to move towards success,
- Help face the obstacles of life and be a support in decision making
- Appreciate
- Make me courageous and comfortable
- Be my mentor
- Support during difficult and conflicting situations.
- Make a space to open up all the emotionality, make us feel free to express
- Encourage/motivate to work hard,
- Encourage curricular and extracurricular activities,
- Giving confidence for activities and new endeavors
- Concerned about spending time on television, social media, games, and mobile phones
- Knowing the child, his surroundings, people he interact with.
- Concerned of food fads (junk foods, soft drinks)
- Father should neither be a spendthrift nor a miser.
- Set rules of home to confirm smooth flow and safety of the family.
- Freedom with limits,
- Know the child.
- Take care of all the needs of child
- Be available (though not physically at least psychologically)
- Enquire, have contact with friends their families of adolescent and keep in touch.
- Enquires about occurrences on the school-home pathway.
- Intervene before I get into troubles
- Think critically, analyses and help decision making to resolve issues.
- Get the adolescent in to marriage
- Sacrifices basic physiological needs like sleep, food etc for us.
- Stays away from home and work hard to meet the economic needs of the family.

- When ill, he takes children to hospital, stay awake, nurse, and try to get best of the treatment available at any cost.
- Takes charge of home, kitchen and family, if mother is away(cooking food and finishing chores)
- Moral teacher and decision maker of the family.
- Concerned about academics and non academic behavior
- Fulfill the responsibilities as a father
- Sacrificing his own wishes, preferences and lifestyle to satisfy our needs
- Concerned of the health status
- Takes to school daily or if the school vehicle doesn't show up
- Never allow to skip any meals.
- Takes-in only after confirming child has consumed
- If forget lunch box to school, father takes it to them.
- Present at parent teacher meetings
- Taught driving bike/ automobiles, swimming
- Helps with difficult subjects and tasks.
- Enquire about my class room behavior
- Teach simple plumbing and electrical works
- Enquire about grades, go and meet teachers to discuss about performance of child.
- Encourage to get involved in sports, read news papers, watch television news or some other educational channels.
- Debating on some topics
- Concerned about grades and school achievements.
- Subscribe science, health and social magazines
- Enquire about the child attendance and progress in school
- Explain the needs of being disciplined and punctual at school, opportunities, carrier etc
- Changed place of stay for the sake of better education.
- Takes to places to give exposure to other cultures, tribes, ethnic groups, cities, towns etc.
- Discuss about political and economic issues.
- Stay awake if the child plans for early morning or late night studies,
- Teach spelling, correct them if wrong
- Help with homework, assignments, projects

- Enrolled in to drawing and music classes,
- Motivate children by offering gifts for being good and excellent at school check whether their books are neat and clean
- Explain about types of fishes, medicinal plants, insects, birds, stars, trees and other wonders of nature
- Help to set time table for study,
- Play word games, general knowledge quiz.
- Buy books, dictionary, news papers, bag, pen, guides to study
- Provide educational toys, subscribe educational magazines and other story books,
- Takes to museum, etc.
- According to the skill and ability, help with academics
- Clarify doubts,
- Read for his children
- Pay school fees, tuition fees, bus fare and other fees,
- Encourage reading
- Present at parent teacher meetings
- Enroll for tuition
- Give money for study tour,
- Encourage children to participate in curricular and extracurricular activities,
- Take adolescents to art galleries, libraries, get library memberships, bookstores, enroll children in to special courses, etc.
- Discuss academic matters with children,
- Sometimes discuss subject matters
- Take to science museum, planetarium, art gallery
- Train in critical thinking,

Analytical reasoning and decision making

- Encourage learning of new skills
- Physical punishment
- Social behavior, values like neatness and punctuality, guide in the right path,
- Insist to follow rules set by the authorities,
- Insist not to drive vehicles before 18 years of age,
- Advice to follow rules,
- Should not excessively care, protect and be friendly.

- Should not advice always
- Before advising they have to look into themselves
- After punishing should clarify ‘whys’,
- Control on late night stays outside home.
- In special instances accept questioning of authorities
- Punish by abstaining desirable objects
- Should not protect and care overly
- Should not be overly friendly
- Insist on being organized
- Sibling fights stop when father enter in to picture, or get punished
- Warn if something dangerous is expected,
- Encourage good deeds.
- Warn me if mistakes happen from my part
- Make us learn to pray and to be organized,
- Create awareness of right and wrong, and correct if go wrong,
- Guide for the children,
- He explains the ways in which children have to behave with and respect others,
- Pass good culture,
- Freedom with limits (television, mobile phones, internet)
- Clarify the why’s of rules with cause – effect relationship,
- Explain prospectus and consequences of love affairs, drug abuse.
- Tell moral stories,
- Do religious activities together
- Give importance to visiting religious places
- Teach etiquettes of social life.
- Punishment by scolding, withdraw communication.
- Cautious and strict about adolescents’ bad companies or gangs.
- Explaining the rationality of setting those limits.
- Father not just being an advice provider without extending support
- Stress on punctuality, being humane, charity, trustworthiness, honesty
- Explain the reasons behind do’s and don’ts during this age.
- Tell stories of childhood, school etc

- Discuss community, society or worldly current affairs.
- Friendly and informative discussions
- Play outdoor games like badminton indoor games like chess, caroms.
- Takes for a stroll
- Engage in silly and mischievous acts together.
- Share experiences,
- Sit and talk together for hours (generally after dinner),
- Narrate stories of childhood, school, and college,
- Do mischievous acts together for fun
- Should be psychologically present with us
- Eating, playing together,
- Engaging in domestic chores,
- Gardening, cleaning, farming
- Helping mother with her tasks
- Outing, shopping, tours and travels
- Non-resident father-hence no direct contact-keep communication alive via technology.
- Socially committed, educated, hardworking,
- Honest, sincere, loyal,
- Should not get angry often and make fuss of the situation.
- Should have good financial planning
- Hard working but not workaholic
- Should have a behavior that make us proud of being born to him
- Should avoid loose talks
- Should be able to control his expressed emotions
- Not addicted to any drugs, alcohol, smoking, social networking sites/internet.
- Should have faith in god
- Faithful and trustworthy,
- Model for how to behave with others (to be a gentle man).
- Role model for how men behave, feel and understand matters.
- Be assertive in his relationship with friends,
- Face challenges without fear
- Gentle manly, behave well with others, have good image among people.

- Altruistic, social, forgiving, humorous,
- He should be organized and should not be a lazy, be an energetic man,
- Be a good family man
- Neat and punctual, forgiving,
- Responsible for his words (keep his words),
- be kind, lovable and respectful,
- Adapt and adjust to situations, behave well with others
- A discussion, before the final decision
- Not hostile towards mother's relatives or talk ill of them.
- Enjoys the relationship with mother
- Feel happy and positive about marriage
- Share the responsibilities at home.
- Do activities for the family together
- Express love and avoid emotional outbursts
- Should respect the efforts of the mother for the family.
- Understand that when parents fight and both try to win over the other, the ones who are failing is the children
- Communicate with mother daily.
- Include mother in family decision making.
- Respect and consider opinion of others
- Never make fun of or shout at mother.
- No ego problems between parents
- Behave well with mothers relatives.
- Love , care and be kind to mother
- Resolving misunderstandings and conflicts with ease.
- Learn regulate emotions
- Should not insist me to take sides of either mother or father if conflict arises

APPENDIX 3
CONSENT FORM – PHASE 2

“I am a PhD. Research scholar from Department of Psychology, University of Calicut and I am with my research in the area of fatherhood. The aim of the research is to explore some characteristics of the participant, father, family, and the overall development. The study can bring better understanding about father-adolescent relationship dynamics, processes and aftereffects. The questions are not a measure of ability, and there is no right or wrong responses. Your response has to be completely based on your experiences, interpretations, and perceptions. The participant has to respond to some questions and some questions will be asked to the mother to explore her perception. The complete procedure will take around one year duration and I will be visiting you in variable intervals. If there is any need for clarification, I may return to you. Before every visit, prior permission and appointment from your side will be made sure of and based on your availability and comfort, the meeting time and venue will be fixed and your daily routine will not be affected by any means. You can let me know if there is any inconvenience. You will not be directly benefitted from this study but the process can bring changes within. Complete confidentiality about your identity will be assured and the data will be used for the research purpose only. You will have all the freedom to discontinue at any time. If you are willing to participate in this procedure, you can sign the consent form and we can start the procedure without much delay. If you accept the terms and conditions you can sign below. Thank you”.

Signature of the participant.

Signature of Informant.

APPENDIX 4
DEMOGRAPHIC DATA SHEET (PHASE 2)

Name

Age

Height

Weight

Gender

Religion

Socio economic status:

Residential locality (rural/urban/semi-urban)

Family type (nuclear/joint)

Birth order

Number of members in the family

The member details

Parental education

Mother:

Father:

Parental employment

Mother:

Father:

Intelligence test score (Malin's Intelligence Scale for Indian Children) :

APPENDIX 5

SEMI STRUCTURED INTERVIEW SCHEDULE-1 (ADOLESCENT AS RESPONDENT)

Some topics that are related to your life and experience will be read out and what you have to do is to explain them in detail based on the characteristics of your family, your father and about yourself. There is no right or wrong response, how you experience or perceive the situation is the right response. Your identity and your responses will be completely confidential and will be used only for research purpose. Thank you.

1. Describe your family.
(Relationship, responsibility, individual personal growth, management, maintenance, activities, control, organization)
2. How is your father involved in your life?
(Nurturance, Protection, Provision, Acceptance, Understanding, Guide To The Outside World, Discipline, Academic Assistance, Taking Responsibility, Academic Assistance, Time Spent Together, Role Model, Relationship with Mother).
3. Describe how you think your father can contribute/influence your development and mental health.
(Attitude towards self, self actualization, integration, autonomy, perception of reality, environmental mastery, emotion, cognition, language, academic, social development).

APPENDIX 6

SEMI STRUCTURED INTERVIEW SCHEDULE-2 (PARTICIPANT' S MOTHER AS INFORMANT)

Some topics that are related to the life of the participant and his father will be read out and what you have to do is to explain them in detail based on the characteristics of the participant and his/her father. There is no right or wrong response, how you perceive the situation is the right response. Your identity and your responses will be completely confidential and will be used only for research purpose.

1. Describe the characteristics of the 'participant' (X).
2. Describe your male partner as the 'father to the participant' (Y).
3. Generally, how do you think a father can get involved in an offspring's' development and mental health till adolescence, with reference to the X-Y relationship?