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Paternal absence and feminine development

Moreta, Mickaella, Ph.D.

City University of New York, 1990

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PATERNAL ABSENCE AND FEMININE DEVELOPMENT

BY

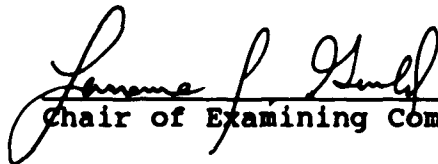
MICKAELLA MORETA

A dissertation submitted to the Graduate Faculty in
Psychology in partial fulfillment of the requirements for
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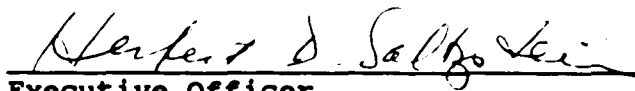
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Abstract

PATERNAL ABSENCE AND FEMALE DEVELOPMENT

by

Mickaella Moreta

Adviser: Professor Laurence Gould

The purpose of the research was to evaluate the effect of father absence on the personality development of adolescent females aged 14-18, and the adaptation of their mother to divorce/death of the spouse. In addition, the study was designed to integrate the psychosociological concepts of boundary ambiguity and closure in relationship to the preservation of the father image, its effect on overall family functioning and the relationships of daughters to the mothers.

A questionnaire developed by the author was utilized for three groups: 1. intact families, mother/father present; 2. widowed families; 3. divorced families. From the questionnaire, several scale subcategories were generated by grouping specific questions to assess the multidimensional factors of personality and psychosocial interaction. Appropriate statistical analysis of the data was also performed in the final stage of the investigation.

Acknowledgment

There are so many people without whom completion of this project would not have been possible. On the academic level, each person has such a special place in my mind and my heart, and all were of such instrumental help I can only thank them in alphabetical order: Nancy Boyd-Franklin, who has been an inspiring role model and friend, an exemplar of serenity, and always available to listen; Dr. Lou Gerstman, whose unfailing help and support was appreciated beyond words, particularly in redesigning the questionnaire; Larry Gould, who served as a beacon of inspiration in my academic career and as a role model, whose mentorship has allowed me to be all I can be; Vera Paster, who has made such an impressive contribution to this field, who is an excellent role model and was always accessible to me as a person and professional; and Paul Wachtel, whose faith and trust in me as a professional and as a person has been a constant source of strength through my academic career at City College.

For those involved with the research, I want to thank Barbara Assing, my research coordinator, the people at the organizations, social agencies and self-help groups, particularly Catholic Charities, who were of such help, and of course the mothers and the daughters, who gave me their time, honesty and trust.

of course the mothers and the daughters, who gave me their time, honesty and trust.

There was one person who was there for me all the time with his love and support, and that is my husband, Dr. Henry G. Moreta.

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CHAPTER I

INTRODUCTION

Psychoanalytic theory, based in the Oedipal conflict which encapsulates the essence of personality development, organization and progression, presumes the presence and stimulation of two parental figures. Without the father, who is deemed essential for the unfolding of the Oedipal conflict, some ensuing pathology or developmental difficulties would seem to be inevitable. Yet, today that "traditional family" is an increasing rarity -- fully 85% of children under the age of 18 live with one parent (U.S. Census Bureau, 1984) -- and those children raised without fathers do not manifest ubiquitous psychopathology. Is traditional patriarchal, sex-based psychoanalytic thought obsolete?

A changing concept of family, sex roles and the evolution of women have created significant pressure to develop new theories of therapeutic intervention and far-reaching social and economic policies (Adams, 1984). Although initial Freudian theories provided an explanatory framework of the triangulation of the father-child-mother relationship, much intrapsychic process and behavioral change occurs throughout development which is not sexually based.

Definition of Paternal Deprivation/Absence

The term "paternal deprivation" includes various inadequacies in the experiences of the child with the father or father surrogate (Biller, 1974), and encompasses separation from the father for extended periods of time as well as total father absence. Physical separation is not necessary for paternal deprivation to occur. The father may be available but the relationship may lack a meaningful father-child attachment, especially where there is an ineffectual or emotionally disturbed parent.

The cause of deprivation is important because of societal values: a stigma attaches to deprivation through divorce and abandonment that is not present with death. Age, race, socioeconomic status, availability of siblings and father surrogates are also significant considerations in the context of a paternally deprived child.

Need for the Study

A changing family requires changes in the ways women take up their roles as mothers, and as participants in society. Women who had been raised traditionally were trained to be passive ("feminine"), and were often unprepared to earn a living. In a single-parent family, these women have to become active agenetic figures. Boss (1977) evaluated the single-parent family in terms of boundaries, closure of the father role, and the proper balancing of

qualities to maximize the family's functioning. Women who are successful balance dual expressive/instrumental roles.

The integration of a more sociological perspective (such as that offered by Boss), increases theoretical strength because it enhances and reevaluates the role of the mother, while permitting use of basic classical and neo-Freudian psychoanalytic concepts in the framework of the single-parent unit.

A review of the literature on fatherlessness (see Chapter II) shows the complexities involved in designing research that can provide specific information related to understanding personality development in the one-parent family unit. The primarily psychoanalytic orientation of early research was limited to the skewed, selected group who underwent analysis, a group unlikely to be representative of the full spectrum of the fatherless population. Any generalizations derived from this research must be subject to further testing.

In contrast, later studies, employing more scientific methods, had a greater potential for predictive and reproducible analysis, but failed to relate findings to any comprehensive, integrated, self-sustaining and unified theory of personality development. Isolated assumptions are explained by references to single ideas or combinations of fragmentary concepts.

While case studies identified different or pathologic elements of development as a result of parental loss,

serious problems exist with this method. Children were isolated and studied separately from their family unit. But with father absence, it is the mother who plays a critical role in helping the child to successfully navigate through developmental phases, and mothers, as a group, had been virtually ignored. It is important to know how a mother integrates competing qualities (masculine/feminine; passive/active; agentic/ selfless; or, instrumental/expressive) in assisting her child through the Oedipal conflict and its successful resolution.

In order to combine a sociological perspective with psychoanalytic theory, I administered questionnaires and conducted in-depth interviews for three separate groups of mothers and daughters, those with father absent due to 1) divorce, 2) death and 3) those with father present (see Appendices A-D).

Hypothetical constructs and methodology was developed for the following broad categories: 1) development of ego autonomy and coping skills; 2) development of a sense of self, and effects on gender consolidation, sex typing, ego ideal; 3) persistence of fantasied father object with implication of aggressive and sadistic features; 4) object internalization; 5) difficulty with separation and individuation with the mother, and the establishment of a separate sense of self; 6) the persistence and saliency of unresolved castration anxiety and penis envy; 7) examination of superego development and functioning with implication for

guilt formation and morality; 8) evaluation of the use and form of primary defense mechanisms and their relevance for management of aggression; 9) examination of object relations and the capacity to form and maintain stable and satisfying relationships and 10) examination of views of men and how their ideas correlate with the mother's perspective of males in contrast to other groups.

My aim is to increase and broaden the psychoanalytic theory's generative as well as predictive capacity with the population of father-absent girls and mothers. It is critical to establish that the single-parent family, although different in structure, is not one that necessarily infers greater risk of pathology. In the end, since society ultimately will benefit or suffer by having to absorb the fruits of these fractured families, it is of significant value to clarify how women who are divorced, as well as their daughters who suffer from the hardship of these situations can be better assisted.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Due to the predominant patriarchal approach to family life in Western society, the absence of the father is considered by many psychoanalytic and sociological researchers as deleterious to family functioning and the proper development and rearing of children. Given long-established standards and stereotypes of the male as primary wage earner and representor of the family to the outside world, an absent father has a profound effect on the family.

Although it has been well accepted that father absence has more serious consequences for the development of males than females, my research focuses on the psychosexual development of the female child. I will examine the implication of the absent father for the passage through the negative Oedipal phase, castration anxiety, the unfolding of the positive Oedipal phase and gender consolidation under the primary influence of the maternal figure, while assessing the potential and implication for successful or deviant superego formation.

The Classical View: Psychosexual
Theory of Development

One of Freud's central theoretical concepts, termed the "Oedipus complex," posited that the focus of libidinal relations to the parents was crucial to the formation of childhood sexuality, and was, therefore, the nucleus for neuroses. Beyond the practice of onanism at earlier ages, libidinal cathexis shifts in a biphasic mode, focusing primarily on either parent during each stage. Freud recognized this process in males, but later posited some constructs for females.

Both the Oedipal and castration complexes appear during the phallic phase of psychosexual development. Once the boy enters that stage, he is in a positive Oedipal relationship with his mother. Through castration anxiety, he takes refuge in the negative Oedipal phase. The superego develops gradually as the boy identifies with the father and internalizes his ideals. As an intrapsychic structure, whose function it is to allow the ego to gain narcissistic gratification while conforming to acceptable standards, the superego was conceptualized by Freud as a precipitate of the ego representing conscience, censorship, authority, self-observation, and contributed, in combination with social and cultural components, to the formulation of ideals.

By its origin as a derivative from parental object libidinal cathexis, however, the superego remains close to the id, derives energy from it and understands it better

than the ego. Lampl de Groot (1927) suggested that one of the factors which facilitates renunciation by the boy of fulfillment of his desire for the mother is the intuition that later he will be able to transfer his love to a mother substitute. This knowledge, unconscious and phylogenetically acquired, explains a boy's behavior at the beginning stages of latency when he intensely desires to be "grown up."

The process for females is more complicated in Freud's view because of what he recognized to be the greater intensity of libido repression in women. He went so far as to suggest that feminine psychosexual development was the "dark continent" for psychology (Freud, 1925, 1933). However, there was an evolution of ideas which can be traced to several of his other works as well.

Although Freud laid the psychoanalytic foundation, other researchers (Deutsch, 1930, 1932; Fenichel, 1930, 1934; Horney, 1924, 1926, 1932, 1933; Jacobson, 1937; Klein, 1928; Lampl de Groot, 1927, 1961, 1982; Jones, 1927, 1933, 1935) have made significant contributions to further delineate, refine and clarify many of Freud's original thoughts on feminine psychology, and these will be discussed. Some of these earlier works, in fact, influenced Freud to modify his ideas.

According to Freud:

In girls, the oedipus complex is a secondary formation. The operations of the castration complex precede it and prepare for it. As regards the relation

between oedipus and castration complex there is a fundamental contrast between the two sexes. . . . [W]hereas in boys the oedipus complex is destroyed by the castration complex, in girls it is made possible and led up to by the castration complex. (Freud, 19__)

Hence, the girl in Freud's 1925 formulation starts in a negative phase. She develops her oedipal wishes and feminine attitudes towards the father as a consequence of penis envy, and, through resignation of her condition, she identifies with the mother and accepts the father as a love object.

Freud believed that the castration complex commenced in girls from discovery of the genital organs of men. The little girl realizes she is missing something immediately, and this makes the girl feel at great disadvantage. Falling victim to penis envy leaves irrevocable traces on a girl's development and character formation, and "even in the most favourable instance, it is not overcome without a great expenditure of energy" (Freud, 1933). Because castration for a girl is a reality, castration anxiety is a greater threat for a boy.

Penis envy, the wish to compensate for inferior organs, serves as the binding thread the little girl carries with her through the oedipal situation into adulthood. Masculine strivings may be seen as a derivative of this orientation. Having a male baby is symbolically understood as a compensation for that lack of penis.

Phallic strivings toward the mother in the negative phase may be transformed into hostility for the perceived imperfection while feelings of inferiority remain. However, the girl identifies with the mother and begins the process of achieving feminine (passive) identity as a consequence of consolidating the relationship with the father in the oedipal phase. According to Freud:

[T]he girl remains in the oedipal situation for an indefinite period, she only abandons it late in life, and then incompletely. The formation of the superego must suffer in these circumstances. It cannot attain the strength and independence which give it its cultural importance and feminists are not pleased if one points to the way in which this factor affects the development of the average character. (Freud, 1933)

From that perspective, it does not seem that the girl ever establishes the strong superego the boy acquires through the threat of castration.

The oedipus complex in the boy is, as Freud stated, in "normal cases" entirely destroyed when the superego is set up as its heir. The masculine superego has a different genetic thrust and remains a consolidated, stable structure, unlike superego formation for a girl, which essentially is never achieved and remains unstable as a result of incompletely relinquished oedipal strivings and persistent residual penis envy. The formation of the female superego is affected by the fear of loss of mother love which is lacks the dramatic significance of castration fear.

Jacobson (1937) stated that successful development of the love relationship to the father leads to recovery of genital self-esteem and feelings, and is decisive in sexual vicissitudes. It must help the girl gradually renounce her aggressive-masculine desire, to resign herself to the lack of penis to overcome the oral impulses to acquire the penis forcibly and to transform them into vaginal desires" (p. 530). However, she located the earliest nucleus for female superego formation in the development of castration anxiety during the negative oedipal phase when the girl has phallic strivings towards the mother as well as the father. She emphasized the contribution of Lampl de Groot (1928) towards this formulation:

But in contradistinction to Freud we are assuming that the castration in the female children is a secondary formation and that its precursors is the negative oedipus situation. Further, that it is only from that later that the castration complex derives its great psychic significance.

The authors believed the experience of castration from mother is quite intense at this early stage, and, as a result of this threat, the girl begins resolving fear of castration through her primary identification with the mother. According to Jacobson, the girl experiences the possession of an internal penis and fears injury, mutilation, and destruction of the internal genitalia during masturbation and fantasies of coitus.

Through identification, the girl contains her aggressive tendencies toward the mother. Frustrated and dis-

appointed, she then turns to the father as the love object to regain the penis stolen by the mother. During this process, the little girl acquires some important features for her character formation, such as the development of her feminine nature and cultivation of feminine beauty. This phase represents the final step of the negative oedipal phase in the girl. Subsequently, the girl enters the positive oedipal phase and accepts the father as love object. Successful consolidation of superego occurs as a result of a more extensive "incorporation" of the father through love. The oral qualities which tend to be emphasized in this view were first pointed out by Sacks (1928).

Incorporation of the father encompasses accepting the father as the appropriate love object and allows acquisition of masculine and ego ideal characteristics from him. Jacobson did not subscribe to the intrinsic superego formation deficit in girls espoused by Freud, but held that as castration and oedipal conflicts are resolved, the girl's superego formation is equally robust and stable as the boy's. The female superego, for Jacobson, begins in the negative phase, unlike the boy who begins to acquire superego structures later as heir of the oedipal complex. Jacobson's view of female development represents an extension of Freud's theory, as well as a sound theoretical foundation for the consolidation of superego in women.

Freud's notion of a weak and unstable female superego was founded on the assumption of the permanent existence of

penis envy, in addition to incomplete oedipal wishes toward the father. Accordingly, the motivational process of superego formation is never complete. Although she accepted the importance of penis envy, Jacobson further suggested that one of the important factors of the girl's ability to consolidate the superego is her acceptance of the father through love. In the Freudian scheme, however, penis envy remains to influence all later developmental stages with resulting devaluation of female genitalia.

The concept of the negative oedipus complex in female development was a significant advancement. Analysts initially assumed that girls' and boys' development up to the oedipus complex were identical, except that boys took the mother and girls took the father as their object. It was not until 1919 in "A Child is Being Beaten" that Freud disclosed significant differences in the sexual development of boys and girls. Nagera (1975) believed that, in part, confusion arose because one of the repercussions of the early theory was that, despite the recognition of the "negative" or "inverted complex," which, in the development of the girl precedes the move towards the father, Freud and other colleagues also used the term "pre-oedipal" to describe these processes, leaving "oedipal" for all succeeding attachment to the father.

This important conceptual development in the understanding of female development suggests the complexity of the girl's dilemma because she has to shift her attachment

from mother to father as she progresses toward ideal development. (See Figure 2, page 83.) Nagera stated quite succinctly that each phase of these processes represents a different "manifestation of the aggressive drives, or certain ego styles of coping" (1975, p. 35).

The term "pre-oedipal" originally was meant to describe the oral and anal phases of drive development in children. Lampl de Groot used the term pre-oedipal to include the female negative oedipus complex, which phase is only observed in females. Although from a metapsychological view this was incongruous, Lampl de Groot believed that the description was justified, since the girl's ideal normal development is with the father, while the previous phase preceded it. Nagera stated that:

In short, when this point was reached preoedipal for the girl included three stages, the oral, anal, and the negative complex, while in the boy only two stages, oral and anal. One can in this instance very clearly see the advantages of approaching the study of this subject historically as the only way to avoid misunderstandings and confusions. (1975, p. 6)

Freud, however, included the girl's negative oedipus complex as an integral part of the oedipus complex, not as a pre-oedipal phenomenon. Nagera stated:

It is general metapsychological considerations and not just the object chosen, that ought to decide if the negative or inverted complex of the girl should be termed pre-oedipal stage, or oedipal. To include this complex within the pre-oedipal stage, as is sometimes done obscures its more essential characteristics, namely, its phallic oedipal

nature and the fact that for the first time in the girl's development a truly triangular relationship has been reached. (1975, p. 7)

The same conclusion was reached by other authors (Forest, 1966; Jacobson, 1974; Mahler, Pine, Bergman, & Abelin, 1975).

From Nagera's view, metapsychologically there are no essential differences between the girl's "negative complex" and the boy's "positive oedipus complex." In both cases, the phallus has acquired dominance, the sexual position is a masculine one, the object chosen is the mother. In addition, the degree of ego development and concomitant fantasies, level of object choice, and behavioral manifestations are similar. Essentially, the reason for inclusion of the negative complex as part of the oedipal, as Brunswick (1940, p. 251) stated, is that, "we have seen how closely the little girl in her active pre-oedipal attachment to the mother resembles the little boy in this active oedipus complex." For Freud, the arrival of the negative and positive complex in children was due to inherent bisexuality. The positive aspects dominant in the early theory were conceptualized later as simply variations to the simple oedipus complex.

For both girls and boys, the ideal progression of these processes is upward movement toward a full oedipal situation and resolution with the appropriate object choice. Nagera (1975) delineated clearly the classical position for feminine psychosexual development with the added advantage

that his orientation is diagnostic. He believed that to understand object choice and relations, one must first understand how the individual navigated through these delicate phases to arrive at their present position. In addition, an overt object choice is not necessarily indicative of the primary underlying position of the individual. Nagera believed that for boys and girls there is an ideal normal development arc, although many secondary aberrations and regressions, developmental arrests and fixations can occur in between stages due to improper ego development, as well as misdirected cathexis to the wrong object. In part, this is due to inherent bisexual elements and the jousting of drives for the upper hand. (See Figure 3, page 84, for ideal development.)

Second Stage

Nagera termed the first stage "phallic oedipal" because clitoral activity is phase dominant, as contrasted with the second stage, "oedipal," when clitoral drives tend to be more or less suppressed. Although the vagina does not necessarily play a significant role in the second stage, many passive feminine identifications with the mother have already begun to occur. Ego attitudes, beliefs and fantasies also interact to determine the position of the stage.

The phallic oedipal stage preceded by the anal phase is characterized by the intense cathexis of the clitoris

(phallus). At this point, the girl's sexuality is essentially masculine and active. She takes the mother as the object of her masculine phallic strivings and the rivalry with the father equals the intensity of the attachment to the mother. From the child's view and ego development, this phase is facilitated by her belief that all human beings possess a phallus, including her mother.

During the second stage, a number of changes must occur: 1) change of object from mother to father; 2) abandonment of the clitoris for the vagina as a primary erotogenic zone; 3) change from a masculine position to a feminine one (determined in part by certain ego development); 4) change from activity to passivity; and 5) the child relinquishes the belief of the existence of a penis in females including herself. This results in the reduction of penis envy and the achievement of feminine identification, as well as appropriate fantasies of intercourse.

In the second stage, the girl again must shift her drives from mother to father, with mother becoming her rival. During this process, less important masculine components of the girl's bisexual nature become cathected to the mother, and the father becomes the rival affection of the mother.

While the negative phase precedes the oedipal complex, there are important variations which can occur in between phases prior to entering the oedipal phase. Nagera pointed out that the oedipal phase can be achieved by the girl

superficially, implying a change in sexual object, not underlying position. This can result in a regressive move to the first stage of drive and ego organization, as well as the level of object relations and corresponding fantasies. Regression to the first stage can be assisted by a rejecting mother which forces the little girl to shift her drive to the more receptive father. In his assessment of the classical position, Nagera made no distinctions for cases of paternal absence (other than to mention that regressions and aberrations occur); nor did he theorize about the mother fulfilling the mother-father role inadequately and needing to gratify both masculine and feminine drives in the child.

The terms "activity" and "passivity" have had various meanings in the literature and too often are used loosely. Often, activity has been equated with masculinity, and passivity with femininity, although in reality the girl's situation is far more complex, with a wider range of behavioral manifestations. An "active" woman has implied a woman who is "phallic" or masculine, whereas a "passive" woman connotes a strong feminine personality. Both passivity and activity have wider implications for the aggressive drives, behavioral manifestations and ego styles of coping. To Nagera, it was important to know the position adopted by the woman during sexual intercourse and visualized in her fantasy life. Active can denote wanting to penetrate, to destroy; passive implies receptive qualities, the wish to surrender, to be possessed, penetrated by the

sexual object. He suggested several possible combinations of ego styles and sexual preferences.

The Active-Feminine Male: This term described homosexuals whose overt behavior shows little of their underlying self or suggests a feminine style of passivity. These men look and act masculine in all but their sexual life in which they take on a passive role, wishing to be penetrated, pierced and possessed by sexual objects. The organization and form of their ego styles, as well as their aggressive feminine drives, are their true positions.

The Active-Feminine Female: This term described women who, in their professional and/or domestic roles, are "active" in efficiency, competitiveness, and drive thrust, but adopt the passive role in their sexual life, wishing to be penetrated by the penis and possessed by their sexual partners during intercourse. Although these women may appear "masculine," their deeper structure determines their sexual position.

The Passive-Masculine Male: This term described withdrawn shy males who generally achieve at low levels. They avoid competitive situations and appear content with little. These features are a result of passive components in their personality structure, and do not necessarily reflect their basic sexual position. The emergence of strong feminine trends is considered to be a compromise formation of their aggressive drives and certain ego characteristics of their

early objects. They are masculine in their sexual life and have retained a "normal" admixture of feminine trends.

Passive-Feminine and Active-Masculine are other possible combinations proposed by Nagera to include the more important, deeper conscious and/or unconscious basic sexual position adopted in reality and in fantasy. This implied either the wish to be penetrated, possessed by the object (abnormal for man, normal for woman), or the reverse (normal for man, abnormal for women). In his theory, Nagera has broadened the terms active and passive and clarified the underlying dynamics determining overt behavioral manifestations, as well as suggested relationships between aggressive drives and varied ego styles of coping.

Bonaparte (1953), as well as Lowenstein (1935) and Brunswick (1940), suggested that, in part, the girl's journey from active phallic strivings to passivity is complicated by the necessary shift from clitoris to vagina. They referred to many analytic cases where women reported the preceding wish for clitoridal stimulation superseded by vaginal penetration. They posited female homosexuality as a form of regression, or a fixation at the active-phallic phase where the girl wishes to be dominant.

Normal development for females connotes a delicate balance of both passive and active drives. In her life, the woman needs her active drive to rear and bear children, and to function in a healthy fashion. However, the key to this important achievement appears to be tied to the proportions

of these drives and their concomitant ego organization, identification, and coping styles. The erotogenic zones must shift accordingly as the girl progresses and enters the oedipal phase proper. It appears that the crucial achievement of later sexual adjustment takes place during this phase (never before the phallic phase), and is completed later in puberty.

The little girl's trajectory through these various phases is largely modulated by her ego development. There appears to be a significant correlation between the budding ego's developing maturity and the girl's capacity for identification and progress to the next phase. The child is always at risk of fixation and regression to earlier phases of development, although superficial behavioral manifestations will mask the more important structural positions which govern drive and sexual position and object relations. The girl's necessary identification with the mother is a prerequisite to normal passage through the oedipus complex. Ego developments at this point, such as the repression of clitoral sexuality, an interest in looks and general appearance, suggest a gradual acceptance of femininity and relinquishment of penis envy. Facts of the maturing child's personality are seen as translations, expressions of ego terms (absorbed through experience and learning) as the ego is formulated through environmental pressures and via object relations.

Of significant importance is the ego's capacity to represent environmental pressures yet remain close to its biology and evolve from the bisexual roots from which it originated. The ego development of the child is also largely influenced by intrinsic constitutional factors which can decisively affect the ultimate course the girl will take in the oedipal phallic phase. In order for the little girl to enter the phase and resolve this successfully, she must have had the influence of a passive-feminine identification to prepare her to accept her more passive and active role. Difficulties can arise if the little girl does not have a passive-feminine mother, a rejecting father, or a mother who resents her oedipal strivings towards the father. Early sexual assault, brutal treatment of the father by the mother, observations of the primal scenes, pregnancy, childbirth and excessive information can also cause the little girl to have difficulty navigating through this delicate passage.

As we have shown, the trajectory for the girl is immensely more complicated than for the boy, and also subject to greater pressure from regression and fixations. In order for the resolution of the oedipal complex to occur properly, she must have passed through these stages successfully with all the underlying implications of her drive, sexual position, object relations, identifications, and conscious/unconscious fantasies preparing her for acceptance of the father.

This entire developmental process is imbued with the residue of penis envy -- not a desirable asset in feminine development -- much of which must largely be repressed by the ego to find expression later in life in the more "active" strivings of occupation, child rearing, and object relations. Although Nagera, in clearly delineating the process (which has great diagnostic value as well as theoretical importance), placed a large burden on the role of the mother, he made no provision for proper development when a male figure was absent. In part, his view can be seen as one which includes the inherent bisexual nature of the remaining parent. This aspect of analytic theory has been used and developed by Boss (1975), in a more family-oriented theory, to study the one-parent family (which will be discussed later in this Chapter).

From the classical analytic perspective, the little girl who has both parents is also at risk because she has to achieve an intrinsic balance of drive and object representation and ego development with the stimulation of both parental figures. What happens to the little girl with no male figure to stimulate the enfolding of her passive-feminine drive, while encouraging her normal active ones? Clearly, if we take this view, although the mother may allow for the crucial subsequent process of identification, she alone is not enough as a parental figure (even if she is bisexual) to help her little girl achieve successful oedipal resolution and superego formation.

The classical view, epitomized by Nagera, was based on the "ideal" situation, and even that had various possibilities for developmental arrest. While both parents are considered necessary, the primary burden seems placed on the mother (with whom the girl identifies with later as part of the resolution of the oedipal complex), and the preoedipal role of the father seems cloudy and undefined.

Spieler (1984) pointed out that the role of the mother is based on the child's unique relationship and attachment to her. As the infant's perceptual cognitive capacities mature, she begins to differentiate between herself and her mother (Jacobson, 1964). As she becomes more differentiated, she is capable of including her father (Abelin, 1971; Forrest, 1966), and develops mental representation of both parents concurrently, not just sequentially. Spieler (1984) made a cogent argument based on psychoanalytic developmental research (Abelin, 1971, 1976; Pederson, 1980; Yoman, 1977; Yoman et al., 1976; 1977) that the preoedipal girl has from very early on (about 3 months) begun to form mental representations of her father from interactions with him.

Although Freud stressed the role of the mother with whom the girl identifies, Spieler believed that the girl also devalues the mother through her trajectory of libidinal object shift towards the father. In order for the girl to make the appropriate changes and progress through the

oedipal phase, she must have proper preoedipal nurturing stimulation. Spieler stated:

If, in her first intimate relationship with a man, she finds her father reliable, attuned, and nurturant, she is likely to acquire a mental representation (Jacobson 1964) of him which is whole, realistic and predominantly good. With this precondition met, she will be more likely to feel safe enough to direct the eroticism of her emerging oedipal self to him on entering the positive oedipal phase and to fully resolve the oedipal conflict. If her view of her father is fragmented or dichotomized (i.e., good and bad) because of deficits arising in her early relationship with him rather than unified and whole, she may fear entering the oedipal phase. As a result she may remain in a preoedipal attachment to him and to her mother, or she may enter the oedipal phase both loving and hating or fearing him.

She stressed that it is the split, rather than the dichotomy, which interferes with the little girl's capacity to integrate more realistic images and understanding of her father, and is at the root of her inability to fulfill her oedipal longings. Unless these distortions are corrected, the little girl enters adulthood with unrealistic expectations, deprecating -- while also overidealizing -- men, which can interfere with her capacity to establish true intimacy. Thus, from the very start, the little girl appears to form a unique relationship with her father which qualitatively predetermines her oedipal relationship with him. This position represents a significant shift from the classical view which stressed the role of the preoedipal relationship with the mother.

The Role of the Father

As early as 1944, a small number of psychoanalysts had begun to pay greater attention to the role of the father for normal development. A. Freud (1944), and more recently Machtlinger (1976) and Burlingham (1944), questioned the practice of providing substitute mothers for evacuated children of the war and not father substitutes. They concluded that "the infant's emotional relationship to this father . . . is an integral part of its emotional life and a necessary ingredient in the complex forces which work towards the formation of its character and personality" (cited in Machtlinger, 1976, p. 290).

Spieler (1984), in underscoring the girl's "preoedipal" relationship with the father, provided a significant contribution to this attention given to the first two years of life and relationship to a paternal figure. While Spieler was clear that psychoanalytic developmental research has established the early existence of bonding of the girl with the father, the pitfall is that other theorists, such as Nagera, have taken these early attachments and developmental strivings and redefined them in terms of positive or negative complexes. While her position has brought light to this area, it has also demonstrated some of the major theoretical inconsistencies which must be worked out as our knowledge about father/daughter relationships increases. Spieler's position in calling attention to these preoedipal phenomena is at the foundation of my concern for the

paternally deprived little girl. Her question is: Considering the importance of this preparatory phase of the girl's entry in the oedipal complex, what happens when the father is absent, neglectful or rejecting? Moreover, what does this mean for superego formation?

Superego and Ego Development

While several analysts wrote about the effects of father absence in their clinical work with patients (Bennett & Hellman, 1951; Eisendorfer, 1943; Fenichel, 1930; Isaacs, 1943, 1945; Kaiser, 1953; Leonard, 1966; Meiss, 1952; Neubauer, 1960; Reich, 1954; Wulff, 1927), Neubauer focused on this problem more directly by reporting that the absence of the father in the single-parent family "creates an absence of oedipal reality." He noted that the girl may suffer a "developmental deficiency," leaving her with fantasies of either an overidealized or punitive (or both) fantasy image of the missing parent. Since the girl never has an opportunity to evaluate realistically these internalized images of her primary relationship with a male, she retains a distorted predisposition in regards to male/female relationships throughout her development which cannot be satisfied.

Eisendorfer described the course of two women, mother and daughter, to support Freud's prototype of parental over-cathexis and consequent seduction of the child. He found that an early abnormally intensified mother-child relation-

ship, combined with an absent father, led to an increased homosexual attachment to the mother with resulting oral fixations, an immature egostructure, and repression of aggression inward. With the onset of the phallic phase, the girl experiences her mother as a castrating phallic figure, and withdraws to a secondary homosexual pattern in which she identifies with a fantasied image of the father in order to retain the love of the mother. Hence, a condition for love in the one-parent relationship is the child's identification with the absent parent and the concomitant establishment of a homosexual bond between the child and the remaining parent. He stated that, "the unresolved conflicts of oral dependency, oral defiance, and oral aggression resulted in the development of an intensified annihilating superego structure."

Reich (1954) concluded from her study of a paternally-deprived girl:

When early identifications with unsublimated sexual behavior have taken place and sexual characteristics as such remain an ego ideal, a fixation on, or a regression to primitive, aggressive pre-genital levels is frequent which leads to a persistence of particular cruel superego forerunners. This combination of opposite factors of megalomaniac sexualized ideals and particular sadistic superego elements must lead to a type of superego, which cannot be lived up to in reality. (pp. 236-237)

The main conclusion to be drawn from these clinical studies of paternal absences is that, in addition to affecting ego formation, paternal absence fosters pathogenic superego

formation. This can be observed and most sensitively felt at the phase of psychosexual development that influences gender consolidation, the formation of cohesive self, of ego and ego ideal.

Stolorow and Lachman (1975) reported additional evidence on the preoedipal girl's need of a father for the acquisition of a whole, realistic and predominantly good paternal object representation. Stolorow and Lachman observed that the loss of the paternal image for this little girl was significantly more important than the reactive change of the loss in the mother. A study of her fantasies concerning the loss revealed her overidealized preoedipal paternal object.

The father Anna had lost was not primarily the sexual father-as-love of the fully blossomed oedipal phase; rather he was strong, powerful, glorious, presexual father-as-protector of the phallic phase from whom she sought shelter against a threatening world, reparation of her narcissistic wounds, and a sense of having value.
(1975, p. 604)

The authors noted that Anna's defensive splitting of her paternal object representations and repression of an image of a loving father interfered with stable and loving relations with men in adulthood. She was incapable of seeing herself as a valued object and worthy of love. Anna seemed to have needed a father's love and "whole and realistic" mental representation in order for her to recognize the love of other men.

This overview of these early studies suggests several implications for the oedipal phase as well as superego formation, and reveal five hypothetical consequences of fatherhood.

1. As noted by Abelin (1971, 1975) in utilizing Mahler's developmental framework, early ties to the father play a pivotal role in the growth and autonomy of ego function. He credited Mahler (1955), Loewald (1951) and Gosliner (1955) with emphasizing the important ego-strengthening and ego-developing functions the father plays in the daughter's development. He stressed that the father's role is crucial in modulating the push-pull of regressive drives, dampening aggression in the girl's relationship with her mother. During the "practicing subphase," when the father fosters exploratory behavior and offers opportunities for identification, he becomes essential in facilitating differentiation and individuation in the triangular relationship of "mother-daughter-father."

2. Neubauer (1966) and Kohut (1971) both suggested that the loss of the father serves as a severe loss and represents a source of narcissistic injury for the little girl. This loss is especially felt if the child also suffers the mother's empathic failure. The little girl usually turns to the father when the mother has failed to provide her with the mirroring and idealization Kohut considered essential for the development of a cohesive sense of self. Loss of father, in addition to early disap-

pointment and empathic failure from the maternal figure, may result in overidealization and great longing for the lost father, as well as several disturbances in narcissism and pathology of the self.

3. Burlingham, A Freud (1944) and Neubauer (1966) reported that in their clinical cases of fathers absent during the war due to death or military service, daughters compensated by recreating and maintaining the existence of a father in fantasy. This suggested to Spieler (1984) a specific need for a father during the preoedipal years. If the girl suffers a consistent absence during her development throughout these early years, distorted memories, fantasies, and images persist later in adult life which permeate her relationships with males.

4. For father-deprived girls, superego formation is greatly disadvantaged. Neubauer (1960), Nagera (1975), and Reich (1954) believed that the girl with paternal absence, deprived of the real, positive oedipal experience, retains distorted, shallow, masculine features which affect gender consolidation and remain in her later character formation as a residue of the process. Leonard (1966) emphasized the need for the girl to "establish a desexualized object relationship to her father in order for her to be able to later accept the feminine role." Kaiser (1953) reported a clinical case of a four-year-old girl whose superego deficits were secondary to her formation of a desexualized oedipal object. The healthy formation and development of

superego depends largely on the health of the mother, the remaining parent with whom the girl focuses her libidinal energy.

Most clinical studies supported the view that the role of the mother with the father present during these early years provides the little girl with more equal opportunities for libidinal cathexis. With father absence the relationship with the mother intensifies, and the little girl's capacity to negotiate through the preoedipal phases, as well as her oedipal complex, depends on the mother's own successful resolution. As the child progresses through these various delicate steps, she receives from the mother many elements of her own past development. The mother affects the child's disposition about males both consciously and unconsciously. Depending on her mental health and retained longing to be with men, the girl's developmental process can remain in a regressed, fixated position with her, unable to differentiate and individuate. If she is capable of going through the process, it is not without considerable trauma, and the opportunities for superego distortion are considerable.

5. An early empathic failure with the child in cases of father loss interferes with successful identification with the mother. Successful resolution of the oedipal complex depends on the girl's capacity to accept fully her feminine role which, to a large extent, she acquires from

her mother (with the nurturing support and reinforcement of the father).

Clinical cases have shown that these little girls are often embroiled in a separation/individuation struggle, or a homosexual bond, tinged with massive aggression towards their maternal figures. The little girl is consequently unable to find a wedge (the father) to shield her, as well as assist her separation from the mother, and turns these aggressive feelings inward and becomes largely self-destructive. This is evidenced by an incapacity to maintain stable object relations and a chaotic personal life. It would appear that the little girl without much help and support from a nurturing maternal figure must not only compensate for the father, but must also create a functional feminine identity quite apart from her model. Nagera (1975) suggested that while superficially the little girl can appear to have what is considered a "normal" object relationship, its success depends largely on her having made the proper object shift, and not simply on the direction of her position. In her struggle to fight for her sense of identity and sense of self, the girl is in danger of retaining ego coping and cognitive styles which interfere with her adopting the more passive qualities of femininity inherent in the masochism involved in being a woman.

The structure of her evolving personality becomes in part a protective defensive posture. In the absence of a father, she incorporates some of these qualities as char-

acter armor to shield herself, as she gradually negotiates her relationship and develops a cohesive self apart from her maternal figure. In many of the cases mentioned, the girl found herself unable to have the necessary overridealized relationship with the mother due to conflict with her around issues of father loss. She devalued her mother while seeking to be loved by her. This may result in her incapacity to see the mother as an appropriate role model since she has failed her in so many important ways. The most important struggle the girl must face in her developmental task is one of separation/individuation. Future stable, satisfying object relations for the paternally-absent girl are significantly based on a solid sense of self which can be often difficult to achieve if she remains merged with a maternal figure, or fixated along any of the phases of her psychosexual development.

Other Perspectives and Themes

According to Adams (1984), parenting and fathering vary along the socioeconomic spectrum which qualitatively affects the male's role and his capacity to provide for his family. Psychoanalytic perspectives have been criticized for assuming that the capacity for parenting is entirely inborn, and failing to take into consideration the effects of socioeconomic level, race, and class. Adams believed such factors are unquestionably paramount to the understanding of the role of the father and the impact of his loss. Families

identified as lower, working, middle, and upper-middle class have significant attitudinal differences about child rearing and the fathering role. Therefore, in assessing the meaning and impact of the loss of the father in a family unit, socioeconomic factors, race, and class are major criteria to be considered.

Socioeconomic Factors

Although the role of the mother seems to remain a stable factor across race and socioeconomic levels, the quality of mothering and their attitudes about child rearing vary. In the lower socioeconomic groups, the capacity for mothering is affected by the lack of education, concepts of child rearing and techniques for the promotion of individuated relationships. These mothers stress conformity and discipline more than psychological development. Besner (1965) believed that they display more restrictive behavior with their sons and more contacting and structuring behavior with their daughters. In contrast, middle-class mothers stress individuated development, and strive to promote optimal psychological adaptation between the child and the environment.

Lower Class: Lower-class families are usually female-headed. Males are intermittently present and have unstable work histories and poor relationships with their children. The dominant female denigrates the male, and takes him as a sexual partner while pressuring him for some economic

support. This type of family transcends racial lines and is typical of the lower classes in the United States and the working class in England. In the United States, the father's work and status define the family's status. Males in this category are seen as being "action" oriented, and uninvolved with children or work.

Working Class: The family has primary importance in this group, while employment ensures stability. The environment is seen as hostile, negative and impinging on family life. Members pursue education to elevate their status, but the extended family is regarded as the primary means of surmounting social and environmental stress.

Middle Class: In the middle class, the focus is on family and extended family members, and relationships are secondary. The family strives to remain together; child rearing is more important than in the lower and working class and the family's socioeconomic status is defined by the father's occupation. The middle-class family perceives itself as being part of the environment and maintains a positive interactional cycle with the external world which may be defined as "whatever is good for us is good for society."

Upper-Middle Class: In the upper-middle class, the focus is on relationships and the parent's accomplishments, although the family is important. Parents are concerned with their parenting quality. The family is extremely work-oriented, not only to provide financial stability, but also

personal satisfaction. The upper-middle class recognizes a responsibility to serve its community and become involved in social service programs, a view typically shared by both parents. The man is usually the main financial provider, although the mother may also work. Child rearing is seen as an outlet which provides the woman creative and personal fulfillment. Consequently, Adams viewed the upper-middle class as primarily adult-centered.

Race

Over the years, there have been many stereotypes about the poor, and the way their mating and child rearing practices impact on family life. Although the problem is perceived as self-perpetuating and identified with Black families, Herzog and Lewis (1970) demonstrated that these practices are products not of race, but of the socioeconomic and educational level of the family.

The perception of the downtrodden, apathetic, dependent Black male struggling with his sense of failure and managing his relationship with the "white" world is persistent. These men are seen by their families as failures holding the family from progress because of their immobility. The females' experience has been significantly different than males', as females are seen as having the capacity to function and assimilate in the work world. In addition to financial security, the female bears the entire responsibility for child rearing. According to Herzog

(1971) and Besner (1965), these families are "mother centered" or matriarchal, and the consequent structural influence does not promote the development of healthy relationships between parents and children. Fathers, seen as failures even by their children for their incapacity to function in the external environment, are rarely permanent figures in these families and often flee. Bell (1965) has also pointed out that women appear to place greater importance on "mothering" and child rearing than on their role as wives, and do not support the paternal presence in the structure of the family.

The Black family has historically been a difficult unit to study and research. Although there has been increased attention, knowledge in this area suffers from a severe lack of systemic studies and research funding. One of the most influential studies was the Moynihan Report (1965) on the status of Black-American families. It concluded that, to a large extent, the difficulties of the Black family stem from a "matriarchal society," which pathologically emasculates Black males. The matriarch prevents the rise of a financially stable family by continuing the cycle of poverty, broken homes, illegitimacy, and unemployment. However, findings by others, such as Herzog and Lewis (1970), suggested that this paradigm is also a reality for nonBlack-American mothers who have greater earning capacity than their male counterparts and play a dominant role in the structure of the family.

The Moynihan Report caused much debate. Although the Report had some significant research design problems, many of the conclusions it reached reinforced earlier findings that had been suppressed because of their incendiary nature: they were deleterious to Black morale, and would promote further oppression of an already downtrodden minority.

The policies and allocation of funding for a very large sector of the poor, fatherless families in this country, many Black and Hispanic, have been shaped by today's conservative political agenda. Gans' (1965) study maintained that the capacity for groups to maintain close family ties and sound economical bases is influenced by society's approach to them and the programs geared to address the issues of these groups. Gans stated that many of the disparaging afflictions of the Black fatherless families in this country are attributable to government policies -- job programs benefitting bureaucracy rather than workers; poor housing; poor medical care and inadequate funding for families with dependent children. Families of four (mother and three children) often had to live on \$4,000 of allocated funding.

As reported by the Bureau of Labor Statistics:

Approximately 35% of the 11 million or so of U.S. children living in one parent families were black -- a disproportionately high percentage, since only 14% of the U.S. population is black. The median income for black single-parent families was \$7,262 compared to \$14,524 for white single parent families. Black single-parent families are more likely to be headed by women than white single-parent families and black single parents are less likely to

work. They have higher unemployment rates, lower educational levels, and higher rates of poverty (Brubacker, & Rudy, 1968).

Financial blight affects the structure of the families of poor Blacks and whites, and is exacerbated by apathy engendered by negative attitudes about social programs which affect those communities. The consequences of severe and cumulative poverty over generations for both Blacks and whites are devastating. The fatherless poor family has great difficulty maintaining its viability, developing supportive mechanisms, and buttressing strength against the effects of loss.

The financially stable family, in contrast, has more emotional energy available to develop ego coping skills and provide support for children in a single-parent family unit. Glick (1970) noted in support of the socioeconomic view that both white and Black families with comparable adequate incomes share similar attitudes about families, monogamous marital bonds, commitment to children and discipline, and adherence to Judeo-Christian values.

Despite the demonstrated equalizing influence of socioeconomic status, the question remains as to whether fatherlessness affects Blacks, Hispanics or other minorities differently than whites. Many researchers (Adams, 1984; Glantz, 1976; Pettigrew, 1964) agreed that the answer is yes. They referred to the serious difficulties arising from the lack of positive male models for the development of identification, continued self-hatred and negative attitudes

toward accomplishments and goals. Differences based on sociocultural traditions and history would also be expected to contribute to variable manifestations of fatherlessness across racial and ethnic boundaries.

Types of Fatherlessness

During the past ten years, the number of fatherless children and female-headed families has increased about 92% according to the Census Bureau (1980). The causes for this rise are important and impact on the mother's subsequent role and her relationship to the meaning of the loss of the father to the family.

The divorce rate -- increasing due to a lessening of societal restrictions, easier availability, and disenchantment with the nuclear family -- has substantially impacted on the number of female-headed homes. When women's needs have not been met by the nuclear family constellation, women often venture out of their home, hoping to create a healthy environment for their children away from marital strife. However, many of these women are unprepared to enter the work force, and divorce creates a precarious financial situation which compounds the effect of fatherlessness. Other variations exist: women have opted to raise children alone, adopt while they are single, or raise children in untraditional families composed of same-sex parents.

Inflation, poor job training and/or lack of preparedness for the work world contribute to make the female-headed

family poor. Welfare and other social services, although providing minimal financial assistance, is blamed by some for playing a major role in the deterioration of the family structure by eroding the parental role: By giving aid to young mothers, the state becomes the surrogate provider, thereby releasing the biological father of his duties to the family he created and perpetuating the cycle of fatherlessness.

Of all the possible causes of fatherlessness, only death of a father allows closure for the child, and respect for the family in society. Furman (1974) considered divorce more traumatic than death, because while divorce may alleviate the tension of an unhappy home or unsatisfying relationship between parents, it often leaves a complicated emotional legacy that goes beyond mere financial difficulty.

The results of death and divorce are as serious for the child as the mother who shoulders the responsibility of having to provide a sense of strength, accomplishment and resourcefulness to her children. In cases of divorce, mothers inevitably bear the onus for the separation and loss of the father, as well as the responsibility of explaining the failure of the relationship. However, divorce sometimes can have a positive effect. Women may be "released" from poor relationships with unsupportive males, and become free to pursue rewarding careers. When successful, these female-headed families can be constructive in managing child-

rearing, in addition to ensuring a healthy socioeconomic position.

Divorced mothers, unlike widows who are likely to be able to collect their husband's pension and insurance, are often left without resources to help shoulder financial burdens. Although most of the literature stressed the financial component, the viability and success of the new reconstructed family depends on the health of the remaining parent. It is her capacity to manage and balance her feminine-mothering role, as well as her ability to provide financially (the masculine role) for her family, which becomes the new foundation for the family unit.

Father Absence: Psychological and
Cognitive Implication

The relationship of father absence to cognitive development is an area of growing concern, considering the large number of minor children residing in female-headed families. By 1981, there were an estimated 15 million children living in single-family homes. A large percentage of these families fall in the lower socioeconomic strata with an income below \$7,000.

There are few empirical studies on the effects of father absence. The ones mentioned here represent a brief overview of converging themes. Many of these studies have been dismissed for lack of rigorous research design and controls of major factors such as socioeconomic status, race, sex, birth order, availability of siblings or extended

family. Without the proper controls, appropriate intra-group comparisons cannot be made as results can be significantly affected by environmental factors rather than fatherlessness.

Stanley, Weikel, and Wilson (1986) studied interpersonal problem solving skills of nursery school children utilizing 25 children, ages 4-5, with absent fathers due to divorce or separation. The children were from rural Kentucky, and matched for age, sex, race (white) and socioeconomic status (middle and lower class). Father absence was a minimum of eight months. Each child was given the Preschool Interpersonal Problem Solving (PIPS) Test by a graduate student. The test was devised by Spivak and Shure for 4-5 year olds and measured the child's ability to conceptualize alternative solutions to two types of problems: (a) a child wants to play with the toy which another child is playing with; (b) a child is asked how to avert the mother's anger after damaging her property. Stanley et al. reported that even at this early age, the father-absent group showed a deficit in the ability to solve problems dealing with interpersonal themes. Father-absent children of both sexes displayed significantly less capacity in coping and adjusting behavior with others.

Santrock's Findings

Santrock (1972), in an excellent study on father absence and cognitive development, evaluated students from

four high schools and five junior high schools using a questionnaire about fathers. Socioeconomic status was controlled for, and data analyzed by t -tests. Comparisons to IQ from the Otis Quick Scoring IQ and the Stanford Achievement Test Scores were obtained from school files. He questioned whether the absence of a father caused the child to miss certain cognitive experiences. If this were so, the impact of an early loss would be more profoundly felt as the father plays a more substantial role in the young child's psychological development. In later years (adolescence), the loss of a father becomes cushioned by peer attachment. Because of identification, death of the father of a young child appears to be more disruptive than divorce (Despert, 1961). Santrock noted that father loss is felt strongest between the ages of 3-5 in girls, when "romantic" attachments to fathers are at their strongest (p. 457).

From this study, Santrock extracted seven hypotheses.

Hypothesis 1: Father-absent children score lower than father-present children. Father-absent boys and girls scored lower on achievement tests, regardless of cause of loss. Achievement test scores revealed a significant decline for father-absent children, although IQ scores were constant. This discrepancy may be explained by the genetic component of intelligence; achievement is more influenced by environment.

Hypothesis 2: When father absence is due to divorce, desertion, or separation, earlier absence (at 0-2, 3-5 or 0-

5 years of the child's age), is more detrimental than later absence. This study suggests that the most debilitating age for divorce to occur is around two years of age for boys, and around 3-5 years of age for girls. Achievement scores for boys in that age range are depressed, while IQ scores appear more stable. For groups of boys over six years old (groups aged 6-9, 10-11 and 12-13), achievement scores remained high since this is the age when peer attachment becomes relevant. Achievement scores of girls in the 0-2 and 3-5 age ranges were most significantly affected by loss.

Early separation and loss appeared to have a significant effect on both sexes. For girls, the results were more significant in the 3-5 age range than at the 6-11 age range. Santrock found that a changing relationship between the child and mother after loss may also effect early psychological development as the mother may be more punishing, working out her own anger and frustration, and less able to provide reinforcement for appropriate sex-type behaviors.

Hypothesis 3: When father's absence due to divorce, desertion, or separation occurs at 12-13 years of the child's life, he scores lower on sixth grade IQ and achievement tests than when divorce, desertion or separation occurs at 10-11 years. Girls in the 10-11 years age range scored higher on achievement tests than girls in the 12-13 years age range. Boys suffered a decrement of five points on IQ tests when loss occurred at the 10-14 age range. Santrock

believed that higher scores were not a result of inflated achievement level, but rather acknowledged Despert's (1961) concept of "psychological divorce," which he believed detrimentally impacts on boys' and girls' cognitive development.

Hypothesis 4: Children whose fathers died show more disruption when the father died at 6-9, 10-11, or 6-11 years of the child's life than at 0-2, 3-5, or at 5 years. While Santrock demonstrated that the loss at 6-11 years of age is significantly more disruptive (as evidenced by depressed achievement scores and decrement in IQ for boys), he stressed that the lesser impact on earlier age groups was due to adaptation. When death occurs at 0-2, it can provide an avenue for increased cognitive growth because of the intense desire of the mother to make her son someone of whom the father could have been proud. Females in this category, however, scored lower when the fathers died at 0-5 than girls who suffered the loss at 6-11.

Santrock stressed the significant difference of effects of death versus divorce on IQ scores, comparing the loss at ages 0-2 and 6-11. He posited that sons may experience increased cognitive growth and learn to be more independent. Boys who suffer loss at 0-2 have significantly higher IQ scores than boys who suffer loss at 6-11 because the trauma is more vivid. The mother's reaction to the loss is also important. If she loses her husband through divorce, separation or desertion, she may present the role of males as being worthless and transfer negative values attached to

males to both son and daughter. In contrast, widows are better able to communicate a positive image of maleness to children of both sexes, especially when the mother held the spouse in esteem and the family is financially secure.

If the mother lost her husband during the early years of the child's development (0-2), she had not benefited from the loving, trusting aspect of the relationship sufficiently to pass this on to the child. Widows tend to transfer more neurotic anxiety symptoms to their children than other groups. Therefore, the cognitive experience of the child varies significantly depending on the type of father absence experienced.

Hypothesis 5: Boys are influenced more negatively than girls by father absence. This assumption seems substantiated because boys score significantly lower than girls on both IQ and achievement tests. A major reason may be lack of stimulation for psychological development caused by the loss of the same-sex model. In contrast to boys, girls who suffered loss at 3-5 scored higher at 6-11 on achievement tests.

Hypothesis 6: Children score higher than father-absent children or children with no fathers when they acquire step-fathers. While boys with a step-father scored higher on IQ and achievement tests than those without a step-father, girls did not, apparently because they felt they must share or give up the mother in her remarriage, unlike the boy who perceived the step-father as a role model and/or playmate.

Conclusion

These findings suggest a complex multi-determined causal relationship of absence to cognitive development. When cognitive development is evaluated in correlation with father loss, the specific cause (death, divorce, separation, desertion) is a crucial factor in the mother-child relationship and their environment. Cognitive development appears to be related to the cause of father absence and the age of the child in relationship to the emotional availability of the mother, siblings, and extended family.

Goldstein's Findings

Goldstein (1983), in a very large study of children with father absence, administered the Cycle II Health Examinations. The Vocabulary and Block Design of the WISC-R and Reading and Arithmetic subtests of the Wide Range Achievement Test (WRAT) were combined to yield an estimated IQ; the WRAT furnished separate reading and mathematics scores as well. Socioeconomic factors, race, and family-type were controlled. These groups were divided in three categories according to income level: (1) less than \$5,000; (2) \$5,000 to \$6,999; (3) \$7,000 to \$15,000. The t-test was used. Goldstein reported that ethnicity presented a significant correlation with the cognitive tests. When socioeconomic factors were controlled, the correlation remained but was lessened.

On vocabulary tests, absent-father children showed a mean decrement compared to those with present fathers. Vocabulary score differences were insignificant for racial and income groups.

Block Design: Scores of white youths with absent fathers showed an increment compared to those with present fathers. Differences were not significant when racial and income groups were evaluated separately.

IQ Estimate: No increments existed for white youths whose fathers were absent and were in income group 2, and for those whose fathers were present but also in group 3.

Reading: There was a nonsignificant decrement for most subgroups, but a more pronounced decrement for the father-absent Black group in income level 1.

Arithmetic: The pattern was similar to that of the reading scores. White youths with absent fathers in income level 3 and Black youths with absent fathers in income level 2 showed significant decrements.

Achievement Estimates: Both whites and Blacks with absent fathers showed significant decrements at all income levels. Moreover, the entire sample of Black youth (with fathers present and absent) also had decrements at income levels 1 and 3.

Goldstein observed that youths with absent fathers did less well. However, he also pointed out that the absence of the father alone is insufficient to impede school achievement or cognitive development. While Blacks showed a drop

in achievement, it did not seem significantly related to the estimated IQ. Goldstein did not attempt to elucidate the cause for this difference, but suggested that factors associated with the availability of education for Blacks, as well as parental attitudes about education, are major determinants in the child's academic achievement.

In this overview of cognitive development as it relates to father absence, researchers offered a broad developmental framework, but it is important to note that no study compared girls as a distinct population. It has been pointed out, however, that girls may develop the more active and masculine aspects of their personality with fathers absent, which may account for higher functioning at adolescence and later in professional life.

Socioeconomic level and educational attainment of the mother are crucial, and have a major impact on the amount of stress and anxiety experienced by the child during development. The greater decrement of arithmetic (in contrast to verbal) scores experienced by children of both sexes has often been attributed to insufficient ego functioning which affects abstract thinking as well as the management of tension and anxiety. When appropriate factors (such as socioeconomic levels, family income and race) are applied, it has been demonstrated that most of the significant effects are related to economic status rather than potential for achievement.

Locus of Control

Father absence has been studied in relationship to Locus of Control (derived from the work of Rotter). Williams' and Lancaster's (1976) findings that children from fatherless homes showed greater externality have been substantiated by Santrock's findings of poor achievement performance. Duke et al. (1976) found that children from fatherless homes experience a "massive dose fate" and uncontrollable forces. Nowiki (1974) reported supportive evidence that children who are considered "externals" perform poorly on achievement tests in contrast to children considered "internals." Duke believes that since internality, or a feeling of control, may be encouraged and reinforced by teachers and mothers of fatherless children, academic performance and personal adjustment may be correspondingly improved (1979).

Parish (1979) challenged Duke's findings. He studied locus of control with college students and reported that the type of father absence is a function of externality/internality as related to loss. He found that males whose father loss was from death showed higher levels of externality. This was not true for females. Parish (1980) also noted that remarriage seems to accentuate externality by encouraging overcompensation as a means of stability. Parish and Nunn (1982) supported Santrock's earlier finding that the effect of father loss is correlated with the developmental period during which the child suffered the loss. Children

experiencing loss before adolescence (at groups of 0-6, and 7-13) were significantly more externally oriented than children from intact families. Children from divorced homes aged 14-21 showed no significant differences from those of intact families. Parish stated that children whose father died when the child was 7-13 were more externally controlled than children from intact families. In the age range of 14-21, father loss through death appears to be compensated for by the youth's capacity to develop relationships and seek emotional support, thereby feeling more in control of his environment. Parish supported the developmental period concept by reporting that his findings show greater externality in the earlier age range because the loss occurs at a time when the child is at least prepared to cope with a major destabilizing factor and loss of a major figure in his life.

Father Absence and Conscience Development

Since the role of the father has always been considered central to the development of morality and conscience, father absence has adverse consequences which has sparked interest in this area. There are two major schools of thought: (1) that of Kohlberg and his five stages of moral development: (2) a more psychoanalytic perspective, assessing Ego Ideal, guilt formation, management of aggression and self-control. A few representative studies will be discussed to provide an overview, however, the

populations studied most often were of boys or mixed groups. Fortunately, there are broad areas of overlap.

Hoffman (1971), in a study of conscience development, suggested that father presence facilitates easier identification with conscious characteristics that affect attitudes and moral development, although the issue is complicated because so much of the child's growth is a function of child rearing practices. When the son perceives the father as the regulator of both affection and aggression, feelings of frustration and anger must be turned inward in order to continue receiving affection and reinforcement from the father. The absence of the father as a primary role figure deprives a child of a model to help modulate aggressive impulses. When the mother is the primary caretaker of the child, she becomes the regulator of both frustration and aggression which complicates her relationship with her son, although daughters do not seem to be affected as much. Mothers are also perceived as a regulator of affection and may, in fatherless homes, provide more affection to their daughters in order to compensate for the lack of a father.

In a more refined study, Hoffman (1971) observed that the child's capacity to internalize the parents' morals and attitudes is dependent on the child's cognitive development. In order for this identification to occur, three criteria must be met: (1) the parent must be able to communicate an evaluative orientation of his/her own behavior as a model of self-criticism and guilt; (2) the child must possess

sufficient cognitive capacity for role taking and inference skills in order to make appropriate judgments about the parent's behavior (3) the child's identification with the parent must be strong enough to overcome painful states associated with self-criticism.

Goldstein (1980), in studying the Field Dependency effects as related to paternal absence, used the Rod and Frame test. He, in agreement with Piaget (1952), stated that children tend to imitate activities in their environment as well as the cognitive and perceptual manipulations of their mothers. Biery (1960) noted that an individual's pattern of parental identification is closely associated with sex-role behavior. Biery found that women who identified with their fathers, in contrast to their mothers, displayed more field-dependent behavior on the Embedded Figure Test.

Hetherington's study (1972) on the personality of adolescent girls in relation to father absence found that mothers in cases of divorce were harsher towards their adolescent males and communicated their psychological attitude to their daughters. When girls were separated into groups of those who lost their fathers before age five and those who lost them later, results show early separation had a greater effect on behavior regardless of the reason for the absence.

Combining Kohlberg's and Piaget's theoretical models, Schenega (1983) evaluated moral development in males

associated with father presence or absence. Piaget and his colleagues have shown that a child's morality is qualitatively different from the adult's, and is subject to change as the child matures. Sequential changes are also predictable based on the child's level of development. Schenenga's work (based on Loevinger's concept of developmental progression as it refers to internal changes and modifications of underlying structures), promotes the concepts of stability and durability as each cognitive stage progresses. Moral development is perceived as the parallel of cognitive development.

Piaget visualized a progression of morality from one that was "heteronomous" (based on the child's idea of society, peer pressure and ideals), to one that was "autonomous." The autonomous stage encompasses a sophisticated structure which incorporates societal constraints and is more dependent on ideas and principles of the self. The child is more prepared to take responsibility for actions and has a notion of the way things "should be and the way things are."

For Kohlberg, moral development occurred along six stages: (1) Preconventional/Obedience -- The child has a nonreciprocal orientation toward authority where right and wrong are defined in terms of what he is told to do. (2) Simple Exchange -- Each individual is viewed as an independent operator with his/her own perspective and interests. Cooperation begins at this stage if the goal is mutually

beneficial to both partners. (3) Conventional Level/Reciprocity -- This stage embodies the development of sharing, continued arrangements between friends and increased development of personal relationships. Judgments are formed through anticipation of others' actions and the desire to maintain established relationships. (4) Law and Order -- Duty and obligation are paramount. The child expands cooperation from personal relationships to larger societal demands. (5) Post-Conventional Level -- This stage encompasses the concept of democratic process where each member has a say in the process. (6) Abstract Principles -- Universal principles become established in which an ideal society can function.

Schenenga's work was based on the synthesis of these cognitive and psychoanalytic concepts. He stated that:

It is my contention that the achievement of principled morality, the post-conventional level postulated by Kohlberg which involves a referential judgment between what is and what could be is not possible until the ego ideal has become into its own as the directional component and aspirational embodiment of the individual's moral system. (p. 109)

The father was seen psychoanalytically as playing a crucial role in the child's alliance against regressive pulls of the preoedipal mother. The identification of the child with the paternal figure is essential to the consolidation of the ego ideal and the differentiation of the self. Without the father at this critical point, the entire developmental process can remain functioning at a lower level of moral

judgment. Schenenga utilized two tests in his study, James Rests' Defining Issues Test and the Ego Ideal and Conscience Development Test.

The Defining Issues Test was based on Kohlberg's work and involves seven stories each describing a situation involving a moral dilemma, followed by related statements of issues. Each problem exemplifies a distinctive characteristic of a particular stage of Kohlberg's work on moral development. The Ego Ideal and Conscience Development Test, based on the work of Cassel (1969), was designed to evaluate the extent the individual's responses reflect those of mainstream society. The concept embodied Freudian notions of the ego ideal as an agency reflecting the ideals of the cultural milieu. Schenenga's comparisons of the results of both tests confirmed his hypothesis that father absence is negatively correlated with both ego ideal and moral development. While the two tests proved useful in measuring the level of development of each stage, they could not be contrasted since the scores proved to be too low for correlational analysis.

Father Absence, Sex Typing and
Personality Development

Recent research has revealed that a father's presence and interaction are a major factor for sex typing and gender consolidation throughout a daughter's psychosexual development. In contrast to the mother (whose relationship remains fairly constant and stable qualitatively), the father changes and varies his behavior from the son to the daughter. While the girl internalizes overt feminine behavior from her mother through identification, the father reinforces this behavior as being expected and acceptable in order to function in society. Biller (1971) observed that the father's relationship to the daughter conveys a complex pattern of behavior, both conscious and unconscious about masculinity and femininity (femininity being defined in the traditional sense, i.e., passivity, dependency, a focus on the internal world of emotion and fantasy rather than analytic thought and action).

Psychoanalysis has stressed the development of femininity in girls throughout the psychosexual developmental phase of the girl's oedipal period. Constitutional factors as well as family culture play a significant role in helping the girl to achieve feminine identity. Some girls are constitutionally more masculine, less attractive and in general less responsive to the father's cues for sex-role modification. The father is instrumental in encouraging, supporting and providing a less engulfing relationship than

the mother. He is perceived as the primary model the girl has for the development and nurturance of her budding femininity.

Passivity (defined not only as an overt quality but also in terms of cognitive intellectual as well as ego coping styles), masochism and dependency are major elements of the foundation of the psychoanalytic view of character formation. The patterns of this model are inherently complex since the father transmits many undefined qualities for biopsychic development which impact on subsequent character formation. The father is seen as supportive of helplessness, seductive behavior and critical of masculine, aggressive strivings. Both Leonard (1966) and Spieler (1984) stressed the role of the father as primary model for object choice and level and quality of relationships the girl subsequently establishes. Infant studies by Lamb (1976, 1980); Abelin (1971) and Blank and Blank (1974) emphasized the importance of this unique attachment on subsequent male/female interaction. The relationship and ties to the father are not simply a transfer from the mother to father. The father is unique in his capacity to "stamp" in feminine behavioral characteristics.

Parsons (1955) emphasized the role of the father in reinforcing "instrumental" behavior in boys and "expressive" behavior in girls. How the father differentiates masculinity and femininity influences the girl's future role adaptation. Tach (1955) reported that fathers of highly feminine

girls encouraged them to participate in sex-appropriate activities, such as household chores and responsibilities (washing, ironing, caretaking and supportive of much social interactional involvement), unlike fathers of unfeminine girls.

Fish and Biller (1970) found that girls scored higher on self-esteem measures when they felt they had a nurturant and supportive relationship with their father. Winch (1955) observed that women who were most satisfied in their marriages reported a close nurturant relationship with their fathers. Many women who opt for career-primary lives have been found to have unsatisfactory sex-role adjustment (Rushing, 1964), and the flight into careerism is seen as a means to avoid reenacting the frustrating patterns these women experienced with nonsupportive fathers. Ryder's (1969) study showed that female sexual dissatisfaction and maladjustment was related to lack of opportunity for close male/female relationships in childhood.

Fathers are seen as a regulator of aggression and modulator of libidinal drives. Sears (1951) noted a greater propensity for self-aggression in father-absent girls. These findings have also been supported by the Hetherington study (1972). In addition to the father/child relationship, much sex-typed behavior is learned from parental interactions. Bartermier reported that when the parental couple is unable to provide adequate sexual and affectionate nurturance for each other, inadequate mothering or fathering

may result. Females may be more easily affected by parents' severe personal and marital stress, and Bartermier also stressed that much incestuous and sexual acting-out on the part of females is related to parental sexual adjustment.

Inadequate fathering has been related to female homosexuality. Bene (1965) observed that female homosexuals often indicated very poor histories of paternal interaction. These women perceived their father as weak, incompetent, exploitative, puritanical and infantilizing. The father's rejection of the daughter has been considered to have great influence in the maladjustment of feminine character formation as well as acceptance of appropriate sex-role behavior. Both Stoller (1964) and Lidz reported severe personality disorders (psychosis, schizophrenia) in women with gender conflicts. Fathers from such households are seen as making unrealistic demands on both wives and daughters while being insensitive to daughters' needs to develop a self-concept. A combination of a rejecting father and an alienating mother can result in psychosis in the daughter.

These findings were corroborated by Kestenbaum and Stone (1976), in their evaluation of paternally-deprived females. Hetherington (1972) reported finding significant differences in personality styles of paternally-deprived girls of divorced parents in contrast to absence due to death. Daughters of divorced mothers displayed more eye contact, loose body posture and more seductive smiles with

their interviewer, in contrast to daughters of widows who were more distant, aloof, and self-contained. Hetherington reported finding that both groups showed instrumental dependency in addition to general anxiety in interaction with males. While lack of a father did not interfere with overt displays of femininity, when aggression did not find a satisfying outlet it was usually turned into prosocial aggression as a means of release.

Feig (1978), in a replication of the Hetherington study, found what she describes as a "sleeping effect" -- underlying anxiety related to interaction with males reactivated during adolescence. Feig supported the finding that early father absence was related to more distant and reserved behavior, but suggested that the trend to refer to "effects" of father absence on females is too general and simplistic and obscures what is actually being measured as "correlates" of father absence. From Feig's perspective, financial factors play a major role in the development of the child as a function of the mother/daughter relationship and in the family setting as a whole (which also impacts on male/female relationships).

The adjustment of daughters to their roles is a product of more than just the absence of the father. The daughters respond to their mother's emotional adaptation to being husbandless and financially stressed. In addition to this, differences may be influenced by birth order, especially when the females were firstborns. Feig's research did not

support Hetherington's findings of greater sexual activity in daughters of divorced, as opposed to widowed, mothers. Since the Hetherington study subjects were firstborn daughters without brothers, increased anxiety could also be attributed to their lack of practice with heterosexual social contact.

Bannon and Southern (1980), in a study of paternal absence in relationship to socialization, hypothesized that: (1) Women with fathers present during childhood would differ significantly from women with fathers absent during childhood in terms of adult self-concept. (2) On a measure of modes of relating to men, all groups of father-absent women would differ from father-present women. (3) Father-absent divorced women with older male siblings will show greater similarity to father-present women on measures of self-concept and their modes of relating to men than to father-absent divorced women without older male siblings.

Bannon administered the Tennessee Self Concept Scale and a measure of modes of relating to men of their own construction. Their results showed no correlation between father absence in childhood and adult modes of relatedness to men. However, their data supported in part Hetherington's claim that father-absent women due to divorce were more extroverted and assertive in their heterosexual interaction than those with father absence due to death. Bannon's findings support Feig's (1980) study, as father-absent females with a brother were found to be similar to

father-present females, and significantly different from father-absent women from a divorced household with no male sibling. Practice in heterosexual situations increases familiarity and confidence, eases anxiety in relationship to males and increases self-concept.

Difficulties emerged in the instruments' utility in locating the sources of heterosexual feelings women have in social interactions. Bannon pointed out that only the Tennessee Self Concept Scale appeared reliable. She also called attention to the lack of controls for economic and religious affiliations, as well as child rearing. Bannon questioned whether the subjects' memories of early father/daughter experiences were accurate and suggested that future studies should utilize less structured methods of obtaining subtle attitudes about men.

Fleck et al. (1980) observed that psychological father absence produced traits similar to those found in the Hetherington study and emphasized the importance of daughter/father interaction for the incorporation of opposite sex traits. Bem (1975) suggested that "androgyny" is a healthier form of adaptation than the previous "feminine" norm, as androgynous females have been found to have higher self-esteem and better personality adjustment.

Hunt and Hunt (1977), in an excellent study which included controls for race, and socioeconomic factors, stressed the importance of early socialization of females at home for "expressive" rather than "instrumental" functions.

In the primary nuclear unit, the structure of the family unit is oriented as a source of support for achievement for males rather than females. Hunt and Hunt found that white female groups felt most released by the absence of the father to seek higher achievement goals. In the lower-income Black family structure, women are often considered the head of their families, emotionally and financially, and have had to incorporate more "masculine" features than their white counterparts as a form of overcompensation for the loss of unstable Black men.

In the social system, status transfer occurs mostly within middle and higher-status families. Boys in these family structures are provided with their father as a role model for the development of goal-oriented identities suited for the maintenance and continuation of the family structure. This form of status transfer is passed on from generation to generation. Hunt and Hunt point to structural barriers to personal achievement and family socialization in lower status levels which interfere with the transfer of skills. Families stressed by structurally induced poverty do not offer positive role models for their sons, and, for them, the absence or presence of the father is less critical.

Because the father-son relationship is distinctly different from that of father-daughter, the father's absence is less clear cut for daughters in terms of personal achievement in contrast to sex-role adjustment, and patterns for

development also diverge for reasons of socioeconomics and race. In traditional intact families, boys and girls are socialized to perpetuate fixed patterns of sex roles. The absence of the father implies daughters no longer being socialized toward more "feminine" patterns and allows girls to find greater self-fulfillment in personal achievement. However, there is little support for the incorporation of more masculine features within girls' personality structures, and since it is expected that brothers are the recipients of the higher status roles, the entire network may be used to undermine girls' personality development.

In the lower-class, low-status families, most commonly among Black families, large numbers of women perform bread-winning roles which impact on their daughters the instrumental/expressive divisions of labor through sex roles. Here, the mother cannot sharply differentiate between sex-role and socialization, and the girls do not have the support and resources needed for "feminine" development. Therefore, father absence is not necessarily attached to loss of sex-typing, nor does it release girls to pursue opportunities for self-enhancement and greater personal achievement.

The Hunts' study is both intriguing and disconcerting and provoked further research on the more deleterious effects of father absence for Blacks' self-concept. The Hunts regarded the father's absence as a structural pattern within the Black family, interfering with the development of

"traditionally core feminine" attitudes among women. During the socialization process, Black women have internalized more masculine (aggressive, assertive, active) features within their personality structure, but the concomitant dearth of "feminine" qualities makes them more threatening to males, and perpetuates the difficulty of establishing nuclear families.

More importantly, the Hunts' study has serious implications for women in conflict not only with externally-expected sex-role behavior, but with internal confusion and dissatisfaction about the development of their more active masculine traits. Constitutional factors play a more significant role in the biopsychic development of femininity than they do in the more androgynous qualities representing a merger of "just enough" masculine and feminine features.

Divorce and changing societal patterns and values have not been advantageous to women in those groups. There are no tried-and-true methods for ameliorating these injustices, so women are involved in an experimental process in which the jury is still out. While the Hunts and many authors discussed in this paper have pointed to gains for women, men, and children, the factors involved in this process are quite complex and involve issues of sex-typing and sex-roles, which also have a biological component and evolutionary purpose. Changing patterns may have a large impact on the complex substructure of interaction on both overt and covert behavior. The essence of this conflict,

captured in the "oedipal triangle," has changed for millions of children and their mothers. The absence of the father has serious meaning not only for children but for mothers who must nurture and help them develop into mature adults. Women are in a developmental bind because they suffer from lack of a power base to stimulate acceptance of their roles, as well as supportive social policies to absorb some of the financial difficulties associated with single parenting.

Mother's Contribution to
Father Representation

The approach of theoretical and clinical research has been not to look at the single-parent family as a "family," but as a deviant alternative from the norm. Increasingly, these units are focused upon as a "social problem" which has not lived up to the standards of the two-parent family.

Congla (1982), in an excellent review of the studies of single-parent families, stressed that the single-parent family has suffered from lack of positive redefinition. As the rates of divorce and illegitimate birth rise, so does the pressure on society to cope with the large numbers of women playing dual roles of mother and father without serious implications for the children involved. In addition to this stigma, the largest percentage of poor children under the age of 18 are black and face racial discrimination along with poverty. Traditionally, since women are not supposed to be authority figures, researchers have had a difficult time evaluating this problem.

Since the two-parent unit is considered standard, researchers assumed that difficulties would always arise in the single-parent unit. This perspective has been detrimental to the study of the single-parent family because, as Congla pointed out, "there is the unfortunate assumption that there is a one-to-one relationship between this type of family structure and all kinds of social and psychological pathology" (1982, p. 6). Recently, there has been a refocusing of methodological approaches. In contrast to studying individuals, the family has been more intensely evaluated in its relationship to the environment, and implicit assumptions about the effects of father absence have been reevaluated.

For Congla, past studies had often looked at the single-parent family as the dependent variable, while it should have been evaluated as an independent variable. Families were often divided into groups of those intact and those with father absence. While this simplistic approach united families around causal factors, it also assumed a simple structural type and ignored the complexity and diversity existing among these families. More importantly, the similarities existing between the one-parent and two-parent family systems have been overlooked.

In the family structure modality, the individual is seen not only as an individual but as a family member with a specific role, contributing to the family decision making process and participating within its conflicts. The old

pattern of extricating the person from the whole may have obscured important developmental processes relating to roles within the family context.

Divorce, from Navane and Glaser's (1974) view, had significant sociological implications for the redistribution of power which diminishes the strength of women and blurs the lines of authority. Children of divorced parents often feel more empowered to negotiate rules and standards. The mother with no assistance and support to bolster her position is often at the mercy of preconceived expectations of female roles. Since it has been traditionally difficult for women to assert themselves in roles of authority, it becomes even more tenuous to go against societal norms and institutions which have in general inhibited women from experiencing power. Mothers tend to be more demanding of the children's love than they are supportive, and children from such homes cannot provide an adequate outlet for the ventilation of the mother's feelings and conflicts. While children may feel a certain freedom with divorce, the relationship with the remaining parent can also become burdensome and restrictive.

Wallenstein and Kelly (1980) pointed to the loss of boundaries which occurs at period of severe conflict in the family and which can undermine the mother's attempt at restructuring a cohesive unit. A parent under severe stress can perceive the child as part of her conflict and disorganization. In contrast to two-parent families, the single-

parent (mother) studies revealed that mothers tend to be more disciplinarian, less affectionate to sons, and allow for insufficient exposure to the outside world. Wallenstein and Kelly agreed that stress caused by socioeconomic factors, lack of societal support, and satisfaction negatively affect their capacity for adequate parenting.

Boss (1980), in an excellent study of MIA families, observed that families who lose a member, such as a father, have to be "capable of morphogenesis or of changing their basic structure, organization and values in order to remain viable" (p. 541). These family systems concepts are useful in attempting to understand the long-term stress placed on the family by a missing member, and the means needed in order to function and grow. From this perspective, the family is seen as seeking to redress itself and to regenerate its own strength in order to correct itself.

Boss noted that a family able to close out the missing member and restructure itself around the female head of the family functioned in a healthier form. She confirmed the occurrence of role distribution with female-headed families in addition to the severe conflict experienced by her population when the father's death remained ambiguous. With MIA and divorced families, much effort and conflict evolve around the diffusion and ambiguities of boundaries.

One of the major differences between divorced families and MIAs is that many of the latter families seek to keep the missing parent psychologically present. There are

significant sex-role differences in the women who become head of these families, and these differing perceptions determine whether the family chooses to keep the missing member present or close-out the missing member and reorganize themselves to survive. One of the major reasons these middle-class women resist reorganization of the family system around one parent is due to their self-perception of not conforming to societal norms of the feminine position within the family structure.

The women's adherence to the traditional sex-role image helped to maintain the husband/father role open because of their self and family concept as deficient. In addition, they also felt incapable of performing instrumental roles traditionally assigned to men (i.e., breadwinner, disciplinarian, and decision maker). In contrast, women who were able to close out the father's role and deviate from the traditional passive feminine position, created more functional family structures. In this regard, many Black and ghetto families do not fit the Parsonian and Bales norm of familial structure (feminine equates with passivity-dependency, masculinity with aggression-activity), but have managed to restructure themselves during the father's absence to provide an executive decision making role for the woman.

Boss emphasized that many women who have succeeded in coping with the ambiguity and change of roles during father absence are women whose personal qualities of femininity do

not conform to the traditional Parsonian model (1955) which limited women's behavior to expressive lines and men to instrumental behavior. Boss considered qualities which allow women to act both instrumentally as well as expressively to be androgynous. Here, androgyny was defined as the possession of a high degree of both masculine and feminine attributes.

For Bakan, androgynous individuals display "agentic" (self-involved) and communal (self-less) behavior. Such roles become important in the evolution of the family because certain qualities remain incipient until the proper social setting allows for the emergence of these capacities. Therefore, women who are capable of androgynous behavior are more successful at coping with roles vacated by their husbands. Boss's study confirmed her original hypothesis that androgynous females are better able to adapt by closing out the father-role and combining instrumental/expressive modes of behavior.

Helmerick's (1979) work has also demonstrated that in father-absent families, instrumentality is more important than androgyny. Instrumental qualities, such as independence, competitiveness, self-confidence, and activity, allow women to accept and fulfill husband-vacated positions with greater facility than expressive qualities. In general, instrumental qualities enhanced the women's leadership capacities. Boss concluded that a high degree of psychological father presence in a family with a missing

parent is related to wife and family dysfunction. The woman's capacity to adapt to more instrumental and androgynous qualities is a good predictor of the wife's and the family's potential for functioning. Levinger (1965) observed that where is a high degree of family presence, it is usually a variable of the wife and her inability to "break barrier" to adjust. Keeping a high level of psychological father presence helps to protect the mother from having to conform and reorganize a new system. Psychological father presence also interferes with the family's regenerative strength to empower the family as a whole to become more functional.

From a more analytic perspective, Atkins (1981) viewed the mother's position in father-absent homes as having an even more powerful impact. The mother, having been involved in the earliest diadic relationship with the child, has a profound impact on the child's internalization of concepts of the "father," as well as the father in a concrete form. The child's early representation of the father is mediated by the mother's attitude and relationship to her husband. Authors such as Abelin (1971) and Loewald spoke of the structural importance of the father in the triadic "mother-infant-father" relationship. Without the father's presence to assist the child out of the mother's orbit, he is caught in an "irretrievable" symbiotic relationship.

It has often been stated that it is the quality of the relationship and not the quantity of interaction which

modulates the attachment of the child to the father. Several studies supported the fact that even fathers who spend minimal time with their offspring form deep attachments to them. In essence, the concept of the father the child internalizes is conveyed by the father's relationship with the child's mother. According to Spitz (1965), mothers can promote relationships with fathers in an affective, loving way, or they can transfer ideas of him as a figure who interferes and impedes relationships.

In subtle, but powerful ways, the mother communicates and modifies the child's developing concept and attachment to the father figure whether the father's presence induces love, caring, happiness, anger, depression, or hatred. Many of these developmental processes are considered to happen during the second year of life. They develop from pre-ideational components, including elements of affective precursors contained in the father representation. Loewald (1971) pointed out that these processes are developments of Freud's idea of primary process gaining expression through secondary means as more cognitive maturational hierarchies are established.

Atkins (1981) accepted the earliest clinical and theoretical representational image of the father as a fantasy mediated by the mother, and perceived her as having additional important capacities. He stated that the mother "vitalizes a potential," to a large extent phylogenetically derived, of an affective representation of the father both

in his presence or absence. Abelin (1971, 1975) also emphasized the father-infant-mother triangulation as serving the important function of structuralization, as well as establishing the role of the mother in the communicating cycle.

Lewis and Weintraub (1976), in discussing the "indirect effects" of the mother's relationship to the father which may exert an important impact on the father-child relationship, described what they term "transivity," when a mother's love serves as the identificatory model transmitted to her child. Thus, the child will love because the mother loves. "Transivity," the capacity to convey qualities in affective and concrete forms, appears to embody large and complex ideational patterns containing the parent's values. Atkins stressed transivity's hierarchal nature that may reflect the earliest aspect of its ontogeny.

Abstract functions are attributed to the superego and are possible only after representations have been objectified. Freud (1923, 1924, 1926, 1933) established that this dual process occurs not only as an identificatory mechanism with the parental imago, but, more importantly, with the parent's superego. Thus, transivity -- passing of values and other abstractions -- has a distinct orthogonal development related to the object and its context, but is ultimately separate.

The mother profoundly impacts the child's mental representation of the father by preparing the child's path of the oedipus complex and enhancing the richness of this

experience. Clinical studies have shown that the father is experienced as a different oedipal object for each of his children. Neubauer (1960) and Congla (1981) raised an important issue that most studies had focused on father absence as a dependent variable, without evaluation of the remaining parent. Clearly, not all children are developmentally traumatized from divorce or death as was commonly accepted. Atkins viewed the reframing of the mother's transitive vitalization capacities as being fertile ground for new studies on father absence. Boss's (1980) views confirmed Atkins' conceptual framework: Although the nuclear family may be the ideal, it is the mother's capacity for transitive vitalization (in Boss's terms "instrumental" or "agentic" behavior) that promotes functionality in father-absent families.

Chodorow (1978), in addressing the woman's capacity to transmit both abstract and concrete relational patterns, cited the stratification of child rearing as perpetuating a cycle of emotional and economic repression in women -- a system that has also impeded men from being able to develop their innate feminine capacities to nurture. But, as Gilligan (1978) argued, women's relationally and biologically rooted need to nurture has been exploited to restrict females' emotional and socioeconomic survival. Chodorow believed that males' integration within the feminine realm, in combination with social support, will enable women to become increasingly comfortable taking on

the executive functions needed to adapt to the Parsonian (1955) approach of instrumental behavior. It remains women's own conflicts with incorporation of executive and self-empowering behavior that perpetuate their oppression.

CHAPTER III

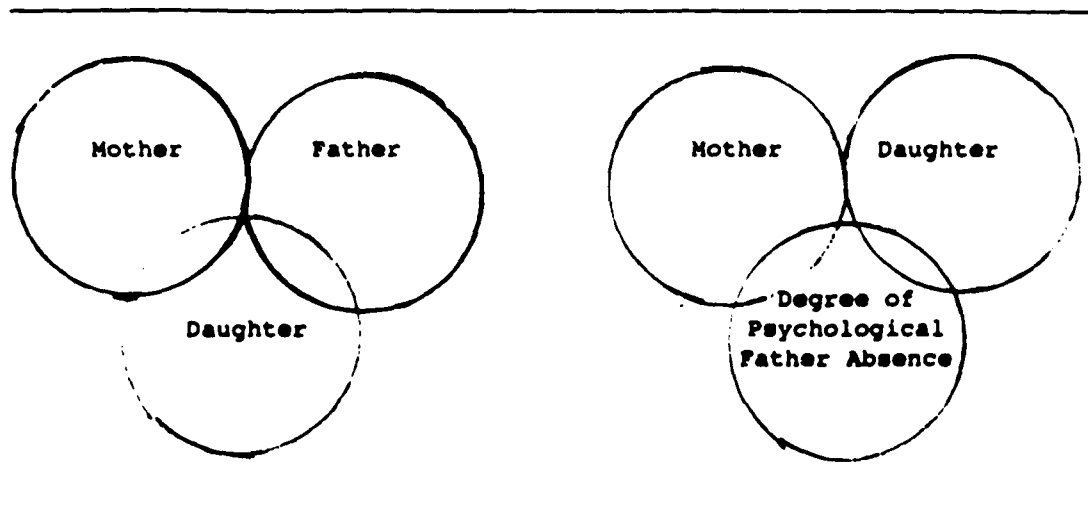
HYPOTHESIS AND METHODOLOGY

Introduction

This section stems from hypotheses (see pages 84-85) which integrated a psychoanalytic conceptual model of feminine psychosexual development with Boss's more sociological approach to the complex effects of divorce, on the structure of the family unit and the development of personality in the absence of the father. The scales generated pertain specifically to each concept contained within the hypotheses. They were devised to extract from the sample population data to be analyzed and correlated with the provided subscales. The data will be analyzed, coded and graphed according to the sample model to assess the degree each respondent was affected by father absence during feminine psychosexual development and father absence's effects on the structure of personality. The daughter's charts will be correlated with their mother's and then compared with divorced, widowed, and intact family groups.

The study will be comprised of three groups: (1) intact families (baseline control group), (2) widowed families

Figure 1
Model of Theoretical Position to be Tested



(control and study group), (3) divorced family (primary experimental group). Method of contact (whether mother or daughter initiated participation in the study), and the demographic information obtained will be coded. These data will include socioeconomic status, education, present job, race, religion and country of origin. Marital status of grandmothers of all adolescents will also be noted. The divorced population, which will be the primary study group will be analyzed in relation to intact and widowed families. The degree of psychological father presence/absence will be measured along with the other subscales provided in the Paternal Absence Questionnaire (see Appendices A-D). Ambiguity of boundary in relationship to father absence, and its effects on personality development, overall family function-

ing and oedipal issues are to be measured and contrasted in relationship to mother's level of functioning. Mothers' and daughters' profiles in the different groups will be contrasted also.

We are hypothesizing that the effects of father absence can be counteracted and balanced positively or negatively by the mother's degree of androgynous qualities. It is postulated that the higher the degree of the mother's androgynous qualities, the more viable the family, the better she will be able to function, and the more she is likely to close out the father's role and become emotionally available to assist her daughter's developmental tasks.

A primary focus of the study will be a consideration of the mother's active/passive or instrumental/expressive intrinsic personality features as they relate to "androgyny" and counter-balanced or enhanced by the father's degree of physical and psychological presence/absence. Mothers will be assessed in terms of narcissistic injury to the self, which interferes with their personality functioning and personal relationship with their daughters and the levels of the family's functioning. To reiterate, it is postulated that the higher the mother's personal androgynous attributes, the better they and their daughter will function. Conversely, the lower these attributes (the more passive, dependent, expressive the mother), the higher the psychological father presence within the family and the more dysfunctional the family.

Figure 2
Model of Theoretical Proposition to be Tested

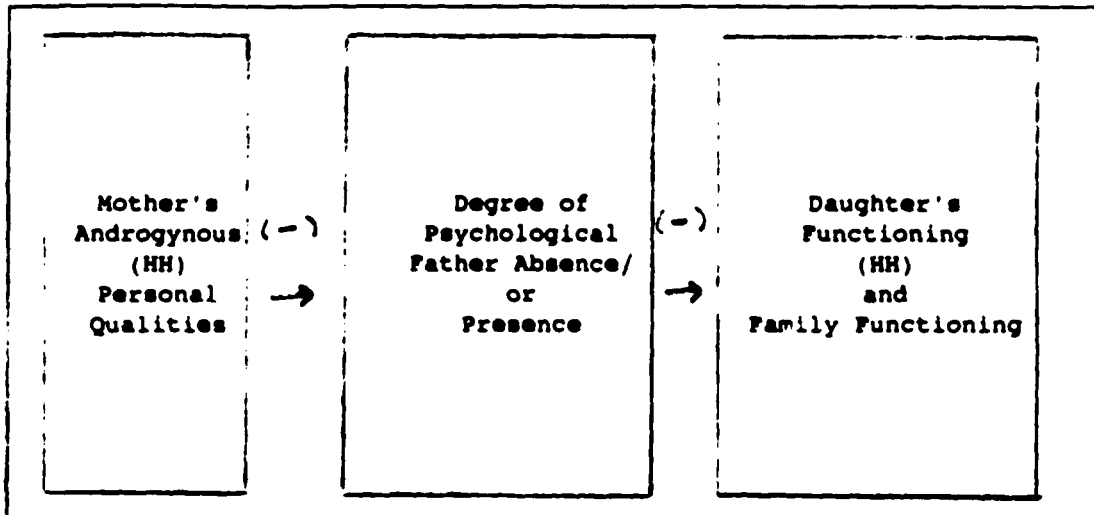
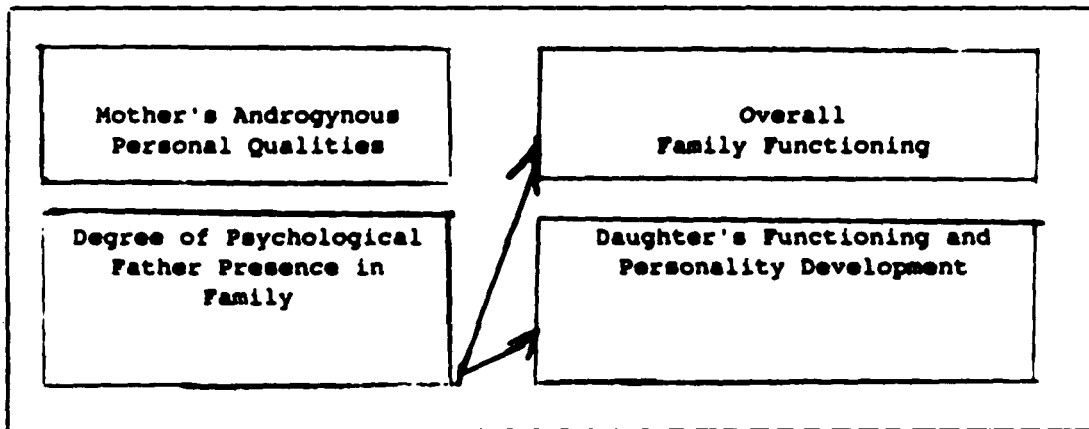


Figure 3
Effects on Mothers and Daughters



Hypotheses

The following are six hypotheses which will be utilized to obtain relevant information:

Hypothesis 1 (a). Mothers with dependent, passive characteristics who are unable to close the father role and have a negative view of men do less well in their executive functions. Residues of loss of the father have implications for their femininity and the viability of the family unit.

(b). Daughters of these mothers have difficulty with their own femininity, ego coping functions, self-concept, unstable object relations, difficulty with male/female relationships, similar view of men as their mothers, and are underachievers.

Hypothesis 2 (a). Mothers who are able to balance expressive/instrumental qualities do better. Their families function better, mothers are able to work, have outside personal relationships and feel better adapting to executive as head of the family.

(b). Daughters of these women generally function at a higher level. They have better ego coping skills, stable object relations and their views of men correlate with those of their mother.

Hypothesis 3 (a). Mothers who have difficulty closing the father role keep the father image alive both consciously and unconsciously which increases the daughter's involvement with a fantasy father image.

(b). Daughters of these mothers have increased involvement with a fantasied father image. They have unrealistic expectations and negative preformed ideas about men as well as male/female relationships.

Hypothesis 4 (a). Mothers who are less capable of coping with issues of loss are less capable of helping their daughter through oedipal conflict and resolution since it is through the mother that the daughter incorporates mental representations of father to assist her through the oedipal phase.

(b). Daughters of these mothers have difficulty negotiating through the oedipal phase and may remain in symbiotic bond with mother. They have increased sense of narcissistic injury, and difficulty with a sense of self and gender formation.

Hypothesis 5. Views of men of mothers and daughters correlate across all groups and deeply affect their capacity to develop intimate stable relationships.

Hypothesis 6. Mothers of family units who are not able to close gap to function better have ambiguity of boundaries.

Instrumentation and Procedure

The Questionnaire for Paternal Absence constructed for the purpose of this study was administered primarily by mail to interested parties. Each set contained a series of 182 statements which were designed to extract the same type of

information from all three groups to be rated from 1 to 5 (Never, Rarely, Sometimes, Often, Always). The scale was devised to be assessed with a chart-graph which provides a profile. The profile will be used to compare mother-daughter diads and to contrast and correlate group differences. Results from the three groups will then be assessed according to the hypotheses stated above.

Participating families were mailed, or provided with a set of questionnaires in person to be filled out without time limits and in complete confidentiality. Personal information, such as names, was withheld if the respondents did not want to be interviewed at a later point. The questionnaires were mailed either to the writer or returned to the support centers where a group member involved in the study had been designated to deliver and collect the data. In addition, participants were requested to volunteer for an in-depth interview. The information extracted from this format will be introduced in Chapter IV to provide additional data and highlight the more salient features of the study, as well as provide feedback about the population and their personal experiences.

Sample Population

The sample groups were obtained from student volunteers at local public schools; colleges; churches; synagogues; supportive groups such as Parents Without Partners and Widowed Persons Services, and other women's single parent

support groups, and from ads placed in newspapers. (See "Collection of the Data," pages 96-98, for a more detailed description of the sample.) Each group was given the appropriate instrument. Forty divorced pairs of mothers and daughters were the primary group, and were administered the Scale for Divorced Mothers (Appendix D) and Adolescent Daughters (Appendix C). Twelve Widowed Pairs, as well as twelve Intact Pairs (father present) were administered the Scales for Widowed and Intact Families (Appendices A and B). All mothers were in the age range of 35 to 45. No family had more than four children, and daughters had no more than two siblings. For both divorced and widowed groups, the father's absence occurred when the daughter was between ages of 4 and 7. All adolescents were aged 14 to 18. The twelve control families (widowed, and intact) were utilized as serving base range for the forty divorced families. The sources of contact (mother to daughter, daughter to mother), were noted to better assess the interactional factors involved.

The Paternal Absence Questionnaire

This questionnaire was designed to evaluate and assess a daughter's sense of paternal involvement or absence in fantasy and reality. It was also designed to indicate measure of ego development, self-concept, sexual identity and gender typing in relationship to the structure of the family functioning without a father. The daughter's

relationship with her sense of self and inner development is closely associated with her feelings about her mother and the enfolding of the oedipal complex in absence of the father.

Each statement refers to a particular aspect of self-perception in feminine psychosexual development in relationship with the structure of the family as well as the remaining parent. Below is a compilation of specific scale subcategories to be generated by the questionnaire.

1. Home and Family (HF). This scale evaluates interactions with the mother, feelings of security, engulfment, consideration, competitiveness, love conflict, anger and resentment.

2. Inner Development (ID). This scale evaluates self-direction from within or from external person; presence of capacity to reflect about self-concept as a separate entity, and in relationship with mother; how the lack of father/husband has colored the mother/daughter relationship; and personal strength, based on capacity of one's own integrated self based on an incorporated realistic ideal, in contrast to a restricted unadaptive overidealized self-concept.

3. Romance and Psychosexual Development (RPD). This scale evaluates acceptance of father absence as a permanent situation versus a wished involvement with a fantasy paternal image; sexual development in relationship to maternal involvement; feelings of appropriate or inappropriate feminine and or masculine tendencies; feelings of

the role played by the fantasy father in relationship to the nascent development of a sexual identity; identification with one's own sex; a wish for a healthy, and continuous relationship with the opposite sex; recognition of social norms and one's compliance or differentiation from such standards; motivation to have and maintain ongoing relationships with the opposite sex; and how one's personal adjustment to these issues is affected by paternal absence.

4. Ego Development (ED). This scale assesses the capacity to function and how it is affected by paternal loss; feelings of self-confidence in one's ability to cope well with life situations; and self-actualization.

5. Male/Female Relationships (MFR). This scale evaluates the ability to cope with males in both social and personal relationships; feelings of inadequacy and self-deprecation. It assesses areas of insecurity in terms of self-perception as related to men and a general evaluation of men, as well as a comparative assessment of the mother's ideas of men to the daughter's. How did the mother's ideas shape the daughter's view of men?

6. School and Education (SE). This scale evaluates the acceptance of differences among persons, emphasis on the full utilization of one's talent to achieve desired goals, a sense of impairment and damage to the self, and belief in one's capacity to shape and construct one's destiny.

7. Social and Community Relations (SCR). This scale evaluates social interactions with peers and community;

efforts to become a cohesive part of society; feelings of isolation and degradation due to economic reversal and loss of father image as representor of family to society; and feelings of being an outcast and unable to merge with groups.

8. Economic Sufficiency (ES). This scale evaluates the capacity to function economically alone without the help of a man; feelings of being able to make the right decisions for the family to remain viable; feelings of being unsupported in society and the capacity to focus on self-productivity to reach one's full potential.

9. Self-Actualization (SA). This scale evaluates the ability to maintaining a strong belief in one's capacity to reach one's destiny and goal and a strong belief in one's capacity to be effective.

10. Self-Concept and Narcissistic Injury (SNI). This scale assesses the girl's and the mother's sense of damage; attitudes towards their sex and gender-related roles; acceptance of their feminine role and function; and evaluates feelings of inferiority in relationship to peers.

11. Perception of Men (PM). This scale assesses views of men and the role played by them in their inner life, and their relationship with the mother.

12. Involvement with a Fantasy Father Image (IFF). This scale evaluates the extent of fantasy involvement with a desired father by the self and as a mediator with the mother and correlates the girl's view of men with that of

the mothers (ideal men, concrete persons, idealized father image).

13. Activity/Passivity-Domination/Submissiveness (AP).

This scale correlates with the incorporation of feminine character formation and masochism and measures the acceptance of the stereotypical social norms versus more integrated ideas of feminine and masculine roles.

14. Mother-Daughter Relationship (MDR). This scale assesses the degree of stress due to increased closeness generating anxiety and conflict; competitiveness; feelings of inadequacy; and rejection/engulfment towards the mother.

15. Self-Reliance and Competency (SRC). This scale evaluates the degree of self-sufficiency felt by both mother and daughter in relationship to the loss of father, as well as to other families and peers.

16. Paternal Deprivation (PD). This scale assesses the degree of deprivation caused by absence or lack of involvement in father-present families.

17. Depression/Anxiety/Anger (DAA). This scale indicates measure of depressive mood, anxiety, or anger related to presence of residual conflict caused by separation/absence or lack of paternal involvement.

18. Morality/Guilt/Conscience (MGC). This scale measures the presence of a set of ideas of morality and conscience and respect for rules, authority, and concern for the larger society.

Statistical Analysis

The data will be analyzed through factor analyses followed by a varimax rotation to cluster items conceptually within each scale and subscale. Multiple regression analyses can be utilized to examine how each variable is related to the primary hypotheses. The data will be categorized into distinct subcategories according to the subscales to highlight factor loading of specific criteria. Additional statistical modalities may be included and some are subject to change when all the information has been gathered, coded, and organized depending on specific requirements to facilitate interpretation and confirm validity in relationship to hypothetical constructs.

Methodology and Investigational Approach

This study was designed to evaluate the effect of father absence on the personality development of adolescent females ages 14-18, and the adaptation of their mother to divorce/death of the spouse. Three groups were targeted: (1) intact families, mother/father present; (2) widowed families; (3) divorced families. All mothers were between ages 35-45, with adolescent girls ranging from 14-18. Intact families (N=18) provided a baseline control, widowed families (N=14) served as a control and study group, while the divorced group (N=30) constituted the primary experimental category. Father absence by death or by divorce occurred when daughters were between 3-7 years of age.

A thorough investigation of research and diagnostic tools in the field failed to reveal any materials currently being used to assess the effects of such loss on the psychosexual phases of development and later personality development which suited the requirements of the present study. Therefore, a questionnaire was constructed to evaluate in as broad a spectrum as possible the range and quality of the mother-daughter, mother-absent father, daughter-absent father dyads, and the mother-absent father-daughter triad.

It was hypothesized from the analytic literature and psychosociological material reviewed (Boss and the studies on boundary ambiguity and closure) that excessive preservation of the father image by the mother is not conducive to normal personality development. Therefore, it was important to assess the extent and qualitative differences in personality, as well as the formation of relationships by members of the divorced and widowed population.

In addition to the construction of the questionnaire, a set of scales for both mothers and daughters was formulated to which each question from the questionnaire was assigned. Each question is asked with a uniquely embedded idea which is designed to focus on a certain area which may be difficult to measure because of its intangibility. It was hoped that this method would allow us to obtain statistically valid information about the multidimensional aspects of father absence, the mother/daughter relationship, and pro-

vide a framework for future analyses of the theoretical concepts presented here.

The questionnaire was based on a Likert Scale, a statement and then a rating of 1-5; 1 being the lowest score and 5 being the highest. From initial analyses, it was clear that many of the questions and some correlating scales had to be reorganized. Some questions had to be entirely deleted, or its direction changed to maintain parallel score value consistency for the entire population of daughters, or mothers. The original questionnaires are located in Appendices G-J; the revised questionnaires are located in Appendices A-D. The revised statements are identified as "d" for deleted or "r" for recoded. This process was quite extensive and time consuming, but proved essential to maintain a normative similarity profile of the score value results obtained from the various populations to be submitted for statistical analysis. Prior to redesign of the questionnaire, it was difficult to assess whether results were due to the manner the questions were asked or situational variability created by intrinsic group differences. All questions not amenable to recoding were deleted for all groups and therefore not included for final statistical analysis. All changes in the questionnaires are noted in Appendices A-D.

Each statement in the questionnaire has a wealth of material either from analytical, psychological or sociological studies supporting its relevance as an area im-

pacted by father absence. Statements were constructed with ideational contents that would provide respondents with ample room to create an image to allow for comparisons and correlations of mother/daughter, and from group to group. In addition to constructing statements around issues of self-development, narcissistic damage and psycho-sexual development, many ideas were also developed to assess the mother's capacity to maintain the family's viability once she divorced or became widowed.

It is through the mother's capacity to perform executive functions within her family, and integrate the dimensions of masculinity/femininity, that the daughter's personal development unfolds. The mother's failure to attend to her own self, harness her intrinsic resources and pull on both feminine and masculine trends allows the structure of the family to disintegrate, and pathological personality development to occur.

It was hypothesized that the mother's self-image, whether she was passive/expressive and capable of incorporating the more traditionally masculine role in order to help the family function, would enhance the daughter's development. This implied that these mothers would have to "close out" the father's role within the family's structure, not wish him back, and feel that they can financially provide for the unit. It was felt that these mothers would enhance their daughter's development and also perform better as a group. Women who were able to take charge would suffer

less damage, and spend much less emotional energy on personal depression. More of themselves would be given to providing an emotional environment for their children and in turn create higher self-esteem. Conversely, mothers who were passive/expressive and unable to close out the father's role would do less well, and their daughters would have greater difficulty during their development. These women would tend to have greater fantasy involvement with the absent husband and would generally be unable to harness internal and external resources to function effectively.

The intact families were used as a baseline. The comparative focus of significance was initially conceived to be between the widowed versus the divorced group. However, the widowed group behaved similarly to intact families, leaving the divorced group as the true study group. The divorced group provided fertile background for the assessment and evaluation of the theoretical issues addressed. These interesting findings will be discussed in greater detail in the Chapter IV.

Collection of Data

In order to obtain the data for this study, several major organizations were enlisted, such as Catholic Charities of America, YWCA, Parents Without Partners, Widowed Persons Services, the National Organization of Women, as well as local schools, churches, synagogues and community self-help groups for divorced women. In addition, ads were

placed in community newsletters and newspapers, such as Newsday, the Village Voice and the Amsterdam News. Various professionals in the fields of mental health, social work, who had contact with divorced groups, in addition to an extensive "word of mouth campaign" produced data for this study.

Questionnaires were passed out by research assistants when an on-site interested group was located. Questionnaires were coded and confidential. However, members of this study who wished to do so were invited to provide their names and telephone numbers for follow-up interviews. A large proportion of participants provided data for follow-up and results and indicated that they would also be interested in further involvement with this study. Many respondents participating in divorce support groups needed to be debriefed since the questionnaires touched on a wealth of painful material. Most mothers were somewhat apprehensive about reactivating old wounds with their daughters.

Overall, gathering the data spanned about 18 months. Many questionnaires were returned incomplete, or only one member of the mother-daughter pair complied. Several attempts were made to acquire the required additional information, but any family who failed to return complete sets was not included in the final analysis.

Once the data was collected it was numbered, coded and readied for analysis. While reviewing the responses for each group, a close reevaluation of the construction of each

statement revealed the need for recoding or deleting some questions and scales categories.

CHAPTER IV

RESULTS

Introduction

This Chapter presents the results of the analysis of data collected from 62 mothers of teenage daughters. The mothers were selected for participation in this study because they were from intact families (29.0%), divorced (48.4%), or were widows (22.6%). Mother and daughter versions of the Paternal Absence Questionnaire were completed by the subjects.

The findings are divided into sections which describe the sample, present an item analysis and give alpha reliability for the subscales of the questionnaires, discuss the results of *t*-test contrasts, and highlight the intercorrelation among subscales of the mother-daughter versions of the Paternal Absence Questionnaire. The chapter concludes with a summary of the major findings of the data analysis procedures.

Description of the Sample

Table 1 (see page 120) presents a distribution of demographic characteristics for mothers and their teenage

daughters. The Table presents the data categorized according to mother's marital status. Regardless of the mother's own marital status, the study suggested that the majority were from families where their mothers were married, employed, Christian (Protestant and Catholic), and born in the United States. The majority of mothers from intact families were white, while the majority of their divorced and widowed counterparts were more likely to be Black.

Regardless of the marital status of their mothers, the majority of daughters were high school students born in the United States, and either Protestant or Catholic. As expected, the ethnicity of a majority of daughters from intact families was white, while daughters of divorced and widowed mothers were likely to be Black. In addition, a majority of daughters in this study reported having both younger and older siblings. Older siblings were more likely to be females in intact and widowed families. Daughters in intact families were more likely to have younger male siblings. In divorced families, male and female, older and younger siblings were almost evenly divided.

Table 2 (see page 123) presents the means and standard deviations of selected demographic variables for mothers of teenage daughters in intact, divorced, and widowed families. Mothers participating in this study ranged in age from a mean of 41.9 years for divorced women to 48.0 years for widowed women. The mean age of daughters was approximately 16 years.

Mothers became divorced at a mean age of 31.6 years and widowed at a mean age of 33.0 years. Most respondents became divorced or widowed during the 1970s. The mean age for daughters at the time of their mother's divorce was 7.5 years, and 6.2 years at the time their mothers became widows.

Each category of mothers reported having an average of three children with their daughters having one older brother and/or one older sister. However, the age of the next younger sibling to the daughter in this study ranged from 10.6 years among divorced mothers to 14.9 years among mothers in intact families.

Financially, divorced mothers reported having a mean monthly income of approximately \$719 from sources other than employment. The foregoing amount compared to a mean of \$340 per month other than their husband's job among mothers in intact families, and a mean of \$493 per month from other sources among widowed mothers.

Item Analysis and Reliability

Table 3 (see page 125) presents the incidents of items appearing on the subscales of the Paternal Absence Questionnaire among mothers of intact, divorced, and widowed families. Of the 182 items of the scale, only two items (items 75 and 155) did not appear on any of the 12 subscales. In contrast, 47 items appeared on five or more subscales, one item (item 117) appeared on nine subscales, and five items

(items 67, 68, 99, 118, and 182) appeared on eight subscales. Table 4 (see page 128) lists the items appearing on five or more subscales. Each of the subscales is identified with an abbreviation. (The title of each subscale is identified in Chapter III, pages 88-91.)

Tables 5 (see pages 130-134) and 6 (see page 135) show the item-total subscale reliability coefficients and reliability coefficients using Cronbach's alpha for 12 subscales of the Paternal Absence Questionnaire for mothers in intact, divorced, and widowed families, respectively. Examination of the Tables indicates that the subscale concerned with mothers' Inner Development contained 58 items with a reliability of .92. The subscale of Mother/Father Relationships contained 62 items with a reliability of .87.

The subscales Perception of Men, Involvement with a Fantasy Father Image, and Mother-Daughter Relationship had 19, 17, and 18 items, respectively. The alpha reliability coefficients for these subscales ranged from .74 for Perception of Men to .91 for Involvement with a Fantasy Father Image.

Overall, the reliability coefficients on Table 6 (see page 135) revealed a range from .74 for Perception of Men to .92 for Self-Reliance and Competency, and Inner Development. The mean alpha reliability coefficient for the 12 subscales was .88; the median was .89; and the mode was .91.

Tables 7 (see pages 136-139) and 8 (see page 140) present the item-total subscale reliability coefficients and

Cronbach's alpha reliability coefficients for the 16 subscales of the Paternal Absence Questionnaire for daughters in intact, divorced, and widowed families. Table 7 indicates that the subscale pertaining to Inner Development contained 76 items with a reliability of .96. The subscales Home and Family, Male/Female Relationships, Self-Reliance and Competency, and Depression/Anxiety/Anger contained 54 items, 60 items, 55 items, and 57 items, respectively. The alpha coefficients of the foregoing subscales ranged from .88 to .92. Overall, the reliability coefficients of Table 8 ranged from .80 for Perception of Men to .96 for Inner Development with a mean alpha reliability of .89, a median of .89, and a mode of .90.

t-Test Contrasts

Tables 9 (see pages 141-142) and 10 (see pages 143-144) present the means, standard deviations, and t -test contrasts on the subscales of the mother and daughter versions of the Paternal Absence Questionnaire. The t -tests were undertaken to determine if there were significant differences in the mean subscale scores of mothers and their daughters in intact, divorced, and widowed families. Of the 36 contrasts on Table 9, five (13.9%) were significant. It was found that mothers from intact families ($M=356.54$) had significantly ($p<.001$) higher Romance and Psychosexual Development scores than divorced mothers ($M=301.70$). In addition, widowed mothers ($M=342.86$) had significantly

($p < .01$) higher mean Romance and Psychosexual Development scores than divorced mothers.

Mothers from intact families ($M=384.77$) reported significantly ($p < .05$) higher mean Male/Female Relationship scores than divorced mothers ($M=360.97$). Mothers from intact families ($M=304.25$) and widowed mothers ($M=294.54$) had significantly ($p < .001$) higher mean Involvement with a Fantasy Father Image scores than divorced mothers ($M=215.49$). There were no significant contrasts on Table 9.

Table 10 (see pages 143-144) presents the data for teenage daughters of mothers from intact, divorced, and widowed families. Of the 51 t -test contrasts calculated, seven (13.7%) were significant. Daughters from intact families ($M=339.00$) possessed significantly ($p < .01$) higher mean Romance and Psychosexual Development scores than daughters of divorced mothers ($M=307.01$), while daughters of divorced mothers had significantly ($p < .05$) higher mean Romance and Psychosexual Development scores than daughters of widowed mothers ($M=236.90$).

Daughters from intact families when compared to daughters of divorced mothers reported significantly ($p < .05$) higher mean Male/Female Relationship scores ($M=336.20$ v. $M=302.38$), mean Self-Concept and Narcissistic Injury scores ($M=349.29$ v. $M=317.93$), and mean Perception of Men scores ($M=333.73$ v. $M=292.14$).

There was also a significant ($p < .01$) difference in the mean Paternal Deprivation scores of daughters of intact

families and daughters of divorced families, as well as a significant difference ($p < .05$) in mean Paternal Deprivation between daughters, widowed mothers, and daughters of divorced mothers. Specifically, daughters of intact families ($M = 297.53$) and daughters of widowed mothers ($M = 291.01$) had higher mean Paternal Deprivation scores than daughters of divorced mothers ($M = 252.84$). There were no other significant contrasts.

Intercorrelation of Mother-Daughter Subscales

Tables 11-13 (see pages 145-147) present the correlation coefficients for the relationships between mother-daughter subscales of the Paternal Absence Questionnaire.

Table 11 (see page 145) presents the intercorrelation among mother-daughter subscales of the Paternal Absence Questionnaire for divorced mothers. One hundred forty (72.9%) of the 192 coefficients calculated were significant. The significant coefficients ranged from .338 to .780 with a mean coefficient of .472. The magnitude of the significant relationships was not surprising since many of the items of the mother-daughter versions of the Paternal Absence Questionnaire shared common variance. Among the strongest relationships, divorced mothers with high scores on the Mother-Daughter Relationship subscale had daughters with high scores related to Social and Community Relations ($r = .780$, $p < .001$).

Stronger Mother-Daughter Relationship scores for divorced mothers were significantly related to stronger Home and Family Relationship scores ($r=.612$, $p<.001$) and stronger Inner Development scores ($r=.630$, $p<.001$) in their daughters. Divorced women with stronger Male/Female Relationship scores had daughters possessing stronger Self-Reliance and Competency scores ($r=.645$, $p<.001$) and stronger Ego Development scores ($r=.645$, $p<.001$).

Among the significant negative correlations, divorced women who had higher Submissive/Dominant scores had daughters with lower Involvement with a Fantasy Father Image scores ($r=.338$, $p<.05$).

Table 12 (see page 146) shows the intercorrelation of mother-daughter subscales of the Paternal Absence Questionnaire for women from intact families. Of the 192 coefficients calculated, 47 (24.5%) were significant. The significant coefficients ranged from $-.540$ to $.721$ and had a mean of $.252$. Of note, higher Romance and Psychosexual Development scores among women of intact families were associated with significantly higher Home and Family scores ($r=.690$, $p<.001$), School and Education scores ($r=.653$, $p<.001$), and higher Involvement with a Fantasy Father Image scores ($r=.597$, $p<.001$).

Also, higher Involvement with a Fantasy Father Image scores among mothers in intact families were significantly correlated with similar feelings in their daughters ($r=.697$, $p<.001$), as well as higher Self-Reliance and Competency

scores ($r=.667$, $p<.001$), and higher Paternal Deprivation scores ($r=.721$, $p<.001$).

Among the negative relationships, higher Inner Development scores for mothers were associated with lower Perception of Men scores ($r=.540$, $p<.01$) and lower Involvement with a Fantasy Father Image scores ($r=.474$, $p<.05$).

Table 13 (see page 147) presents the intercorrelation among mother-daughter subscales of the Paternal Absence Questionnaire for widows. Of the 192 coefficients calculated, 18 (9.4%) were significant ranging from .457 to .795. The mean coefficient was .535. Widows expressing higher Romance and Psychosexual Development scores had daughters with higher Involvement with a Fantasy Father Image scores ($r=.670$, $p<.01$) and higher Paternal Deprivation scores ($r=.795$, $p<.001$).

It was also found that widows with higher Perception of Men scores had daughters with higher Home and Family scores ($r=.610$, $p<.01$) and higher Male/Female Relationship scores ($r=.503$, $p<.05$) and Romance and Psychosexual Development scores ($r=.510$, $p<.05$). Widows who had higher scores related to Involvement with a Fantasy Father Image had daughters expressing similar scores toward Involvement with a Fantasy Father Image ($r=.539$, $p<.05$) and higher Paternal Deprivation scores ($r=.626$, $p<.01$).

Summary of Data Analysis

The versions of the Paternal Absence Questionnaire for mothers and daughters were developed by the investigator. Twelve subscales were identified for the mother version, and 16 subscales were identified for the daughter version. The alpha reliability coefficients for the subscales underlying Paternal Absence for mothers and daughters were within acceptable standards for the purpose of this study. In addition, on the version of the questionnaire for mothers, all but two items appeared on at least one subscale and 47 items were found to appear on at least five of the subscales.

The Pearson Correlation Coefficient Test was applied to the three groups of mothers and daughters from intact, widowed, and divorced families. Correlations were established between various scale response scores in each category (i.e., between mothers' and daughters' responses for Home and Family, mothers' responses for Home and Family to daughters' response for Inner Development, etc.). The 12 mother subscales were correlated with the 16 daughter subscales for a total of 192 relationships.

For the widowed group, there was a total of 18 (9.4%) correlations which were statistically significant at $p < .05$ or better. For the intact group, 47 (24.5%) correlations were likewise statistically significant. Of great interest is the fact that there were 140 (72.9%) correlations which were statistically significant in the divorced population.

As previously noted, the sample size for the three groups were varied (i.e., Widows N=14, Intact N=18, and Divorced N=30). Therefore, this may have influenced the total number of statistically significant correlations for each group but very unlikely to the degree obtained.

Subsequent statistical analyses were performed. Mean scores were obtained for daughters and mothers in each subscale category and standard deviations were calculated. Analysis of intergroup variance for each subscale was also performed to compare mothers and daughters in the various groups: Intact versus Divorced; Divorced versus Widowed; Intact versus Widowed.

In t -test contrasts between Intact and Widowed groups, no statistically significant correlations were obtained by 2 tailed probability pooled variance estimates.

In t -test contrasts between Intact and Divorced groups, significant probabilities were obtained for 8 subscale categories. These were for mothers: Romance and Psychosexual Development, Male/Female Relationship, Involvement with a Fantasy Father Image, and for daughters: Romance and Psychosexual Development, Male/Female Relationship, Self-Concept and Narcissistic Injury, Perception of Men and Paternal Deprivation, at a $p < .05$. Borderline significance ($p < .1$ but $p > .05$) was obtained for 4 subscale categories. These were mother's Self-Reliance and Competency, and for daughters, Involvement with a Fantasy Father Image, Activ-

ity/Passivity-Domination/Submissiveness and Depression/Anxiety/Anger.

For the Divorced versus Widowed groups t -test contrast, statistical significance was obtained at a $p < .05$ for 4 subscale categories. These were mother's Romance and Psychosexual Development and Involvement with a Fantasy Father Image, and daughter's Romance and Psychosexual Development and Paternal Deprivation scores. Borderline results ($p < .1$ but $p > .05$) were obtained for daughters' Male/Female Relationships and Involvement with a Fantasy Father Image scores.

The results of t -test contrasts, therefore, revealed that mothers and their daughters in intact and divorced families reported significantly higher mean Romance and Psychosexual Development scores than widowed mothers and their daughters. Mothers and their daughters in intact families also had significantly higher mean Male/Female Relationship scores than divorced mothers and their daughters.

Daughters from intact families, but not their mothers, reported significantly higher mean Self-Concept and Narcissistic Injury scores, mean Perception of Men scores, and mean Paternal Deprivation scores when compared to daughters of divorced mothers. Significant differences in mean Involvement with a Fantasy Father Image scores revealed that mothers in intact families and widowed mothers were more likely to report idealized father images than divorced

mothers. Likewise, daughters in intact and widowed families showed higher mean scores for this category, but the correlation with the divorced group did not reach statistical significance at $p < .05$.

When the relationships between mother and daughter subscales of the Paternal Absence Questionnaire were examined separately for mothers in intact, divorced and widowed families, the magnitude of the significant relationships suggests that the shared variance in the perceptions of mothers and their daughters regarding the underlying dimensions of the Paternal Absence Questionnaire was meaningful. The number of significant relationships suggested that mothers and daughters shared similar feelings with respect to Paternal Absence.

Conclusions, implications, and recommendations that may be drawn from the t -test contrasts and correlational analysis are discussed in the next section. In addition, implications and recommendations related to the item analysis and reliability of the subscales of the Paternal Absence Questionnaire for mothers and their teenage daughters are discussed in the next section.

Analysis and Interpretation of Data

First of all, in the comparative analysis between the intact and widowed groups, there were no statistically significant results. In addition, both groups were significantly different from the divorced on several subscale

categories. These are Romance and Psychosexual Development and Involvement with Fantasy Father Image for both daughters and mothers; and Male/Female Relationship and Paternal Deprivation for daughters alone. The full implication of this finding and the potential theoretical implications are beyond the scope of the present study. More detailed broad scale longitudinal prospective studies may provide more valid reliable information for confirmation of theoretical constructs.

However, these findings support the original premise of this study, namely that reduction of boundary ambiguity vis-a-vis the absent father allows for more stability of the family unit, and enables the single mother to assume and provide simultaneously the traditionally separate (executive/passive) functions of the mother/father as in the intact family situation. Alternatively, the relative closure of the role of the physically absent father may facilitate perceived or real interactions with other male figures. This would also explain the similarities of total mean scores for all subscales categories between intact and widowed groups.

Of significant interest is the surprising result obtained in the comparative analysis of these two groups in relationship to the divorced group for the subscale categories Involvement with a Fantasy Father Image and Paternal Deprivation. It would make sense that the widowed group yield significant comparative scores for Involvement with a

Fantasy Father Image and even Paternal Deprivation. However, the intact families would have been expected to yield lower scores in comparison to the divorced group.

The social and economic exigencies of modern life may mean that the physically present father at the lower economic scale has two full-time jobs to make ends meet, and that the executive/managerial-type father devotes so much time and energy to work that little time remains for his family. This may create significant psychological father absence even though the father is physically present. From a psychoanalytical perspective, the implications for maintenance of unresolved preoedipal and oedipal conflicts in the daughter and enhancing the frustrations of the maternal caretaker figure within the triangular sensitive relationship between father-mother-daughter are obvious. Hence, both daughters and mothers in such intact families may experience real paternal deprivation and continue to relate unadaptively to an overidealized father image.

Still, despite these implications, the present study shows that intact and widowed families yielded statistically significant total mean scores result for the Romance and Psychosexual Development subscale category and performed similarly to the divorced group on most other subscale categories. In addition, the intact group had statistically significant higher scores for both mothers and daughters in the Male/Female Relationship subscale category suggesting

perhaps a more integrated adaptive level of functioning overall.

The Pearson test yielded many significant correlation coefficients for the relationships between mother-daughter subscales. In the divorced population, 140 (72.9%) of the 192 coefficients calculated were significant. In the intact families, 47 (24.5%) and in the widowed group, 18 (9.4%) were also significant. As previously noted, some of these relationships were quite strong and relevant for the present study.

In the divorced group, mothers with high scores on the Mother-Daughter Relationship had daughters with high scores related to Social and Community Relations, Home and Family, Inner Development and Psychosexual Development. Those with high scores for Male/Female Relationship had daughters possessing stronger Self-Reliance and Competency and stronger Ego Development. Mothers with high scores for Involvement with Fantasy Father Image had daughters with similar high scores for the same subscale and for Paternal Deprivation. Among the significant negative correlations, divorced women who had higher Submissive/Dominant scores had daughters with lower Involvement with Fantasy Father Image.

In the intact families, mothers with high scores for Romance and Psychosexual Development had daughters with significantly higher scores for Home and Family, School and Education, Involvement with a Fantasy Father Image. Also, higher Involvement with a Fantasy Father Image scores among

these mothers were significantly correlated with similar feelings in their daughters as well as higher Self-Reliance and Competency scores and higher Paternal Deprivation scores. Of interest, among the negative relationships, higher Inner Development scores for mothers were associated with lower Perception of Men scores and lower Involvement with a Fantasy Father Image scores for their daughters.

In the widowed population, mothers with high scores for Romance and Psychosexual Development had daughters with higher Involvement with a Fantasy Father Image scores and higher Paternal Deprivation scores. Widows with higher Perception of Men scores had daughters with higher Home and Family scores and higher Male/Female Relationship scores and Romance and Psychosexual Development scores. Those with higher scores related to Involvement with a Fantasy Father Image had daughters expressing similar scores and also higher Paternal Deprivation scores. These results will be further discussed while highlighting some of the more salient conceptual issues addressed by the present study.

In reviewing the general pattern of significant mother to daughter correlations, and specifically their perceptions and Relationships to Men and Romance and Psychosexual Development, it seems clear that mothers have a great impact transferring their own values to their daughters. It can also be inferred that mothers also transfer coping skills as well as preconceived negative/positive expectations which mediate daughters' capacity for stable object relationships.

It appears that at a certain level, regardless of experience and exposure, some elements of the early mother/daughter dyadic relationship remain unmodulated by external factors. Therefore, daughters seem to cover the spectrum in terms of devaluation and over-idealization of males which can negatively impact personal relationships. Daughters appear to mirror their mother's internal experiences of men, including behavioral expectations. In the process of transmitting to their daughters what they consider appropriate coping mechanisms, mothers may unwittingly transfer negative or faulty information about methods of maintaining the viability of relatedness according to their level of success and disappointment. A mother's contribution is critical especially in the case of the fractured nuclear family where she becomes the primary person to reinforce the development of healthy narcissism and identity formation.

It is also interesting to note that even in intact families, paternal absence does occur along lines which are parallel to widowed families. Both mothers and daughters seem to focus on their relationship, devaluating the present father/husband while developing a relatedness to an over-idealized figure. Once paternal absence/or deprivation is experienced by daughters (which can also happen while father is present), the sense of loss appears to strengthen the mother-daughter relationship.

The quality of the bonding stemming from divorced families appears to be uniquely strong in both positive and

negative aspects. Divorce creates an atmosphere of guilt for all parties concerned. While the family struggles to regain some internal balance by intensely and in some cases pathologically bonding to each other, much blame is experienced. Divorce often represents a failure of relationships to work out properly, while death is always experienced as a catastrophe or tragedy which places the blame and responsibility outside the family unit, and these families appear to be able to soothe and support each other in ways which are more progressive and environmentally resourceful. This aspect of the divorce/death situation may well represent some of the more ingrained societal attitudes. Death is a natural occurrence, while divorce continues to be the unnatural dissolution of a family. The great impact of the mother's role in her daughter's unfolding personality development highlights the importance of having a healthy role model.

Results

In relationship to hypotheses, the study appears to confirm the major conceptual issues. In all groups, intact, widowed, and divorced, mothers who were able to cope and close out the father role (even if present, but experienced as absent or ineffective) overall functioned at a higher level. The converse also proved to be true. Mothers who were passive, dependent, and were unable to take executive

functions within their family did less well personally and as a family.

Daughters of mothers who were active had superior involvement with school and their community, and had more success in personal relationships. Daughters of passive mothers who shared more involvement with a fantasy father image showed lower ego development, reported lower academic achievement, and greater narcissistic injury. It appears that the idea of closing the father role in all families where the father, even if present, is ineffective appears to be a vital coping mechanism, although the initial studies were done with MIA families for whom the possibility of return was always present. The concept of boundary closure had not been studied with divorced or widowed population.

There were some surprising findings, such as the intense feelings of paternal deprivation or sense of fatherlessness reported in intact homes. In this regard, this study suggests that the coping methods of mothers as well as daughters mirror that of widowed families. As a corollary, this provides substantiation of the hypothetical importance of boundary ambiguity in the research and investigation of the full impact of physical/psychological father absence across all groups.

Although in the present study, fatherlessness appeared to occur in greater numbers in Black divorced families, it would be an inaccurate interpretation to say that it is primarily experienced by Black groups. Mothers and

daughters appear to behave in parallel fashion regardless of race or religion. In the face of tragedy or the pathos of a divorce, the more profound characterological issues found in the mother remained the decisive factors in the success of their daughters, and family in general. Daughters appear to absorb maternal contributions which are either enhanced or diminished by intrinsic constitutional features in order to cope. Divorce appears to create a hypersensitivity in both mother and child which strengthens their capacity to bond to each other. The external world thereafter is experienced differently and they are each other's resources for better or worse.

The fact that in this study the widowed group behaved in similar ways to intact families confirms that loss because of death has less social stigma than loss because of divorce. Regardless of the degree of sense of loss and narcissistic injury, there are major qualitative differences in the family's perception of itself as well as the way they are seen by the outside world: A widow never did anything wrong. In cases of divorce, there is a great deal of room for misinterpretation about the causative factors that led to a dissolution of the family structure in the view of society, the children involved and the woman herself.

Variable	Mothers					
	Intact		Divorced		Widowed	
	f	%	f	%	f	%
Mothers						
Religion						
Protestant	7	38.9	13	43.3	4	28.6
Catholic	8	44.4	13	43.3	7	50.0
Jewish	1	5.6	2	6.7	2	14.3
Muslim	1	5.6	-	-	-	-
Missing	1	5.6	2	6.7	1	7.1
Ethnicity						
White	13	72.2	11	36.7	3	21.4
Hispanic	1	5.6	5	16.7	1	7.1
Black	3	16.7	12	40.0	9	64.3
Other	1	5.6	1	3.3	1	7.1
Missing	-	-	1	3.3	-	-
Place of Birth						
United States	10	55.6	15	50.0	8	57.1
Europe	4	22.2	5	16.7	-	-
Latin America	1	5.6	3	10.0	3	21.4
Asia	-	-	1	3.3	-	-
Middle East	-	5.6	-	-	-	-
Missing						

(table continues)

Variable	Mothers					
	Intact		Divorced		Widowed	
	f	%	f	%	f	%
Daughter						
School						
JHS	-	-	4	13.3	1	7.1
HS	18	100.0	21	70.0	11	78.6
College	-	-	4	13.3	-	7.1
Business	-	-	1	3.3	1	7.1
Gender of Older Sibling						
Female	7	38.9	7	23.3	5	35.7
Male	5	27.8	8	26.7	4	28.6
Missing	6	33.3	15	50.0	5	35.7
Gender of Younger Sibling						
Female	2	11.1	7	23.3	3	21.4
Male	7	38.9	6	20.0	2	14.3
Missing	9	50.0	17	56.7	9	64.3
Ethnicity						
White	12	66.7	10	33.3	3	21.4
Hispanic	-	-	3	10.0	1	7.1
Black	4	22.2	13	43.3	8	57.1
Other	2	11.1	4	13.3	2	14.3
Place of Birth						
United States	10	55.6	23	76.7	8	57.1
Europe	2	11.1	2	6.7	-	-
Latin America	-	-	1	3.3	3	21.4
Middle East	1	5.6	-	-	-	-
Africa	-	-	-	-	1	7.1
Missing	5	27.8	4	13.3	2	14.3
Religion						
Protestant	5	27.8	14	46.7	3	21.4
Catholic	10	55.6	14	46.7	8	57.1
Jewish	1	5.6	2	6.7	2	14.3
Muslim	1	5.6	-	-	-	-
Missing	1	5.5	-	-	1	7.1

Table 2

Means and Standard Deviations of Selected Demographic
Variables for Mothers of Teenage Daughters
in Intact, Divorced and Widowed Families

(N = 62)

Variable	Mothers		
	Intact (n=18)	Divorced (n=30)	Widowed (n=14)
Age			
M	45.143	41.917	48.000
SD	5.036	4.863	6.850
Missing	4	6	-
Age Divorced or Widowed			
M	27.000 ^a	31.636	33.000
SD	0.000	5.811	6.957
Missing	17	8	8
Year Divorced or Widowed (19--)			
M	76.000	77.636	78.222
SD	0.000	7.215	4.295
Missing	17	8	5
Age of Daughter when Divorced or Widowed			
M	5.000 ^a	7.546	6.222
SD	.000	4.009	4.207
Missing	17	8	5
Number of Siblings in Family			
M	3.000	3.333	2.786
SD	.000	2.481	1.626
Missing	17	3	-
Number of Older Brothers			
M	.500	.655	.714
SD	.618	.936	.825
Missing	-	1	-
Number of Older Sisters			
M	.882	.654	.857
SD	.993	1.355	1.351
Missing	1	4	-

^aDivorced and Remarried

(table continues)

Variable	Mothers		
	Intact (n=18)	Divorced (n=30)	Widowed (n=14)
Age of Next Older Sibling			
M	20.167	19.467	19.333
SD	2.588	2.503	1.118
Missing	6	15	5
Age of Next Younger Sibling			
M	14.857	10.636	13.250
SD	2.340	4.007	3.862
Missing	1	19	10
Daughters' Age			
M	16.647	15.833	15.786
SD	.996	1.578	1.122
Missing	1	-	-
Years of Mothers' Education			
M	12.412	13.037	12.643
SD	2.399	3.006	2.274
Missing	1	3	-
Amount of Other Income Monthly (\$)			
M	340.333	718.857	493.333
SD	157.386	849.288	269.422
Missing	15	23	8

*Divorced and Remarried

Table 3
Incidence of Items Appearing on Subscales of the
Paternal Absence Questionnaire for Mothers

Item Number	Incidence	Item Number	Incidence
1	3	42	6
2	3	43	1
3	5	44	6
4	2	45	5
5	2	46	5
6	3	47	3
7	1	48	4
8	2	49	4
9	2	50	5
10	3	51	2
11	2	52	2
12	2	53	3
13	2	54	4
14	1	55	1
15	2	56	2
16	1	57	2
17	2	58	3
18	4	59	3
19	4	60	3
20	5	61	4
21	3	62	4
22	4	63	3
23	2	64	3
24	3	65	4
25	3	66	6
26	5	67	8
27	3	68	8
28	1	69	6
29	4	70	4
30	3	71	4
31	4	72	4
32	4	73	1
33	5	74	1
34	5	75	-
35	3	76	3
36	4	77	2
37	2	78	6
38	6	79	3
39	2	80	3
40	5	81	1
41	3	82	4

(table continues)

Item Number	Incidence	Item Number	Incidence
83	3	130	3
84	2	131	4
85	3	132	2
86	1	133	4
87	4	134	6
88	2	135	6
89	4	136	5
90	4	137	6
91	5	138	7
92	2	139	3
93	3	140	3
94	1	141	3
95	5	142	5
96	4	143	6
97	5	144	3
98	4	145	4
99	8	146	4
100	2	147	7
101	3	148	3
102	3	149	1
103	2	150	4
104	6	151	3
105	3	152	4
106	2	153	4
107	6	154	2
108	3	155	-
109	3	156	2
110	6	157	2
111	4	158	3
112	3	159	7
113	3	160	5
114	5	161	5
115	2	162	4
116	4	163	7
117	9	164	2
118	8	165	4
119	6	166	6
120	2	167	3
121	3	168	6
122	4	169	2
123	3	170	4
124	5	171	4
125	2	172	3
126	3	173	7
127	3	174	4
128	3	175	3
129	5	176	2

(table continues)

Item Number	Incidence	Item Number	Incidence
177	5		
178	3		
179	2		
180	4		
181	5		
182	8		

Table 4

Items Appearing in Five or More Subscales of the
Paternal Absence Questionnaires for Mothers

Item Number	Subscales
20	ID, RPD, MFR, SNI, SRC
26	ID, ED, SA, AP, SRC
33	ID, ED, SNI, AP, SRC
34	ID, ED, ES, SRC, SA
38	HF, RPD, MFR, SNI, PM, SRC
40	ID, ED, ES, SA, SRC
42	HF, ID, RPD, MFR, SCR, SRC
44	HF, ID, ED, ES, SRC, SA
45	ID, ED, SE, SRC, ES
46	ID, ED, SA, SNI, SRC
50	ID, MFR, SNI, PM, SRC,
66	HF, RPD, MFR, SNI, IFF, SRC
67	HF, ID, RPD, SA, SNI, PM, IFF, SRC
68	HF, RPD, MFR, SNI, IFF, AP, SRC, SCR
69	HF, RPD, MFR, SNI, IFF, AP
78	HF, RPD, MFR, SCR, SNI, MDR
91	HF, ID, ED, ES SRC
95	ID, ED, MFR, SNI, MDR
97	HF, ID, ED, ES, SNI, SRC
99	ID, RPD, MFR, SNI, PM, IFF, AP, SRC
104	RPD, MFR, SNI, PM, IFF, SRC
107	RPD, MFR, SNI, AP, SRC, SCR
110	HF, ID, RPD, ED, SCR, IFF
114	ID, RPD, MFR, SNI, PM
117	HF, ID, ED, MFR, SCR, SA, AP, MDR, SRC
118	HF, ID, RPD, ED, MFR, SA, IFF, SCR
119	ID, MFR, SNI, IFF, AP, SRC
124	ID, ED, SA, SP, SRC
129	ID, RPD, MFR, PM, SNI
134	HF, ID, MFR, SNI, AP, SRC
135	HF, ID, ED, SA, AP, SRC
136	HF, ID, ED, PM, AP
137	ID, RPD, MFR, SNI, PM, AP
138	HF, ID, MFR, SNI, PM, SRC, ES
142	HF, ID, PM, AP, SRC
143	HR, ID, MFR, PM, MDR, SRC
147	ID, ED, ES, SNI, AP, SRC, SA
159	ID, RPD, MFR, SNI, IFF, AP, SRC
160	RPD, MFR, PM, IFF, AP
161	ID, ED, SA, AP, SRC
163	HF, ID, MFR, SNI, AP, SRC, MDR
166	HF, ID, ED, ES, SA, SRC

(table continues)

Item Number	Subscales
168	ID, ED, SCR, SE, ES, SA
173	HF, ID, SNI, PM, AP, SRC, RPD
177	ID, ED, SA, AP, SRC
181	ID, RPD, MFR, AP, SRC
182	HF, ID, ED, MFR, ES, SA, AP, SRC

Table 5
Item-Total Subscale Reliability Coefficients
for Mothers

(N = 62)

Item	Subscale											
	HF	ID	RPD	ED	MFR	SA	SNI	PM	IFF	SD	MDR	SRC
1												
2							.87		.91			
3	.91	.92										
4				.91								.92
5												.92
6												
7							.87					
8	.91										.83	
9	.91										.83	
10		.92		.91		.88						
11					.87			.74				
12												
13									.91			
14					.87							
15					.87			.74				
16							.87					
17							.87			.86		
18		.92			.87		.87			.86		
19		.92					.87				.83	.92
20												
21	.91						.87					
22				.91						.86		.92
23							.87			.86		
24						.88				.86		.92
25		.92		.91								.92
26		.92		.91		.88				.86		.92
27		.92	.89							.86		
28		.92								.86		
29		.92		.91		.88						
30		.92				.88						
31		.92		.91		.88						.92
32					.87	.88	.87			.86		
33		.92		.91			.87			.86		.92
34		.92		.91		.88						.92
35	.91			.91			.87					
36	.91	.92		.91		.88						.92
37	.91	.92					.87					
38												
39		.92	.89									
40		.92		.91		.88						.92
41		.92			.87							

(table continues)

Item	Subscale											
	HF	ID	RPD	ED	MFR	SA	SNI	PM	IFF	SD	MDR	SRC
42	.91	.92			.87							.92
43					.87							
44	.91	.92		.91								.92
45		.92		.91								.92
46		.92		.91		.88	.87					.92
47		.92	.89		.87							
48			.89		.87							.92
49												
50												
51			.89		.87							
52							.87	.74				
53					.87		.87					
54												
55			.89									
56			.89						.91			
57			.89						.91			
58												
59	.91				.87							.92
60			.89		.87							
61												
62			.89		.87				.91			
63												
64			.89		.87				.91			
65			.89		.87				.91			
66			.89						.91			
67			.89						.91			
68												
69	.91				.87		.87			.86		
70	.91		.89		.87			.74				
71			.89		.87			.74				
72	.91				.87		.87					.92
73			.89									
74					.87							
75				.91								
76					.87			.74				
77			.89		.87							
78	.91		.89		.87		.87				.83	
79			.89		.87					.86		
80			.89		.87					.86		
81												
82	.91		.89		.87							
83												
84												
85										.86		
86												

(table continues)

Item	Subscale											
	HF	ID	RPD	ED	MFR	SA	SNI	PM	IFF	SD	MDR	SRC
87									.91			
88			.89		.87							
89	.91										.83	.92
90	.91				.87			.74			.83	
91	.91	.92		.91		.88						.92
92	.91											.92
93	.91				.87						.83	
94												
95		.92		.91	.87		.87				.83	
96					.87	.88	.87				.83	
97	.91	.92		.91			.87					.92
98		.92		.91								.92
99			.89						.91			
100			.89		.87							
101			.89		.87			.74				
102			.89					.74		.86		
103			.89									
104			.89		.87			.74				
105			.89		.87			.74				
106												
107					.87		.87			.86		.92
108			.89		.87				.91			
109					.87		.87					
110	.91	.92		.91								
111	.91											.92
112		.92										
113												
114		.92				.88						
115			.89						.91			
116												
117	.91	.92		.91	.87	.88	.89			.86	.83	.92
118												
119									.91			
120	.91										.83	
121	.91				.87					.86		
122												
123												
124		.92		.91						.86		.92
125			.89									
126												
127			.89		.87			.74				
128			.89		.87			.74				
129		.92	.89		.87		.87	.74				
130												
131			.89									
132												

(table continues)

Item	Subscale											
	HF	ID	RPD	ED	MFR	SA	SNI	PM	IFF	SD	MDR	SRC
133			.89		.87				.91			
134	.91	.92					.87			.86		.92
135	.91	.92		.91		.88				.86		.92
136	.91	.92		.91				.74		.86		
137												
138	.91	.92					.87					.92
139		.92			.87			.74				
140	.91	.92					.87					
141	.91											.92
142	.91	.92						.74		.86		.92
143	.91	.92			.87			.74			.83	.92
144	.91											.92
145		.92					.87					.92
146	.91						.87			.86		.92
147		.92		.91		.88	.87			.86		.92
148		.92				.88						.92
149							.87					
150	.91			.91							.83	
151		.92		.91		.88						
152		.92		.91		.88				.86		
153		.92			.87		.87					
154												
155												
156			.89		.87							
157			.89		.87							
158												
159			.89		.87				.91			
160			.89		.87				.91			
161												
162		.92	.89		.87					.86		
163	.91	.92			.87		.87			.86	.83	.92
164												
165		.92	.89		.87							
166	.91	.92		.91		.88						
167	.91						.87					.92
168		.92		.91		.88						
169				.91								.92
170		.92		.91		.88						
171		.92					.87			.86		
172	.91				.87						.83	
173	.91				.87		.87	.74		.86		.92
174	.91	.92		.91	.87							.92
175	.91				.87						.83	
176	.91										.83	
177		.92		.91		.88				.86		.92

(table continues)

Item	Subscale											
	HF	ID	RPD	ED	MFR	SA	SNI	PM	IFF	SD	MDR	SRC
178	.91				.87						.83	
179	.91				.87							
180			.89									
181		.92								.86		.92
182	.91	.92		.91		.88				.86		.92

Table 6

Reliability Coefficients for the Subscales of the
Paternal Absence Questionnaires for Mothers

(N = 62)

Subscale	Reliability (Coefficient alpha)
Home & Family	.91
Inner Development	.92
Romance & Psychosexual Development	.89
Ego Development	.91
Male/Female Relationships	.87
Self-Actualization	.88
Self-Concept & Narcissistic Injury	.87
Perception of Men	.74
Involvement with a Fantasy Father Figure	.91
Actively/Passively Dominating/Submissive	.86
Mother-Daughter Relationship	.83
Self-Reliance & Competancy	.92

Table 7

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**Item-Total Subscale Reliability Coefficients
for Daughters**

(N = 62)

Item	Subscale														
	HF	ID	RPD	ED	MFR	SE	SCR	SA	SNI	PM	IFF	SD	MOR	SRC	PD
1		.96							.88						
2		.96	.89						.88						
3		.96			.91				.88					.92	
4		.96		.94	.91						.91				
5												.89			
6		.96		.94				.92			.91			.92	
7			.89		.91		.90			.80				.92	
8			.89		.91										
9		.96	.89									.89			
10			.89		.91							.89			
11															
12		.96	.89							.80					
13				.94		.86	.90	.92						.92	
14		.96		.94				.92						.92	
15		.96		.94											.90
16		.96		.94							.91			.92	
17		.96			.91		.90								.90
18		.96			.91									.92	
19	.88											.89			
20	.88						.90							.92	.90
21															
22															
23															
24															
25															
26															
27															
28															
29															
30		.96		.94			.90							.92	
31	.88						.90					.89			
32		.96		.94										.92	
33		.96		.94					.88						.90
34	.88				.91		.90					.89			.90
35		.96		.94										.92	
36		.96	.89		.91				.88						.90
37		.96							.88						
38		.96		.94		.86								.92	
39								.92						.92	
40															
41			.89		.91										.84
42												.89			
43	.88	.96				.86	.90	.92						.92	
44					.91		.90								
45	.88				.91							.89			.90

(table continues)

Subscale															
Item	HF	ID	RPD	ED	MFR	SE	SCR	SA	SNI	PM	IFF	SD	MDR	SRC	PD DAA
46		.96	.89						.88						
47			.89	.91					.88			.91			.90
48			.89									.91			
49	.88			.91			.90								
50		.96										.91			
51		.96		.94				.92	.88						
52		.96		.94				.92	.88			.91		.92	
53		.96		.94				.92	.88			.91		.92	
54		.96		.94				.92						.92	
55		.96		.94											
56		.96										.91			.90
57	.88	.96													
58		.96		.94		.86		.92				.91		.92	
59		.96					.90					.91			
60		.96		.94				.92				.91		.92	
61		.96	.89		.91										.90
62		.96													
63		.96		.94				.92	.88					.92	
64		.96		.94				.92				.91		.92	
65		.96		.94				.92				.91			
66		.96										.91			
67		.96		.94			.90		.88						
68		.96					.90		.88						
69		.96					.90	.92	.88			.91		.92	.90
70	.88	.96	.89		.91										.84
71	.88		.89		.91					.80			.89		
72	.88		.89		.91								.89		
73			.89		.91		.90							.92	
74															.84
75	.88									.80					.84
76	.88				.91			.92						.92	.84
77			.89		.91					.80				.92	.84
78		.96	.89		.91				.88						.90
79									.88					.92	
80					.91							.91		.92	
81			.89		.91					.80		.91			
82			.89		.91					.80					
83		.96			.91							.91			
84			.89		.91							.91			
85	.88								.88		.90				.84
86	.88		.89								.90			.92	.84
87														.92	.90
88														.92	.84
89															.90
90	.88							.90			.90			.92	.84
91	.88		.89		.91									.92	.84

(table continues)

Subscale															
Item	HF	ID	RPD	ED	MFR	SE	SCR	SA	SNI	PM	IFF	SD	MDR	SRC	PD DAA
92	.88		.89		.91										.90
93	.88				.91					.80		.91			
94			.89							.80	.90				
95	.88		.89		.91			.88						.84	.90
96	.88		.89								.90				.90
97	.88				.91			.88							.90
98	.88										.90			.84	
99			.89		.91					.80					.90
100			.89		.91					.80					
101	.88				.91		.90				.90				.90
102		.96			.91			.88						.92	.90
103	.88												.89		
104															
105															
106											.90				
107	.88	.96									.90			.92	.90
108					.91						.90			.84	.90
109	.88	.96	.89					.88			.90	.91		.92	.90
110	.88	.96			.91			.88			.90			.92	.90
111		.96	.89		.91			.88			.90				.90
112	.88	.96		.94									.89	.92	.84
113	.88	.96						.88			.90			.92	
114					.91						.90			.84	.90
115					.91										
116	.88						.90						.89		
117	.88		.89		.91										
118		.96		.94		.86	.90	.92							
119		.96			.91			.88				.91			
120														.84	.90
121											.90			.84	
122		.96	.89				.90		.88		.90			.92	.84 .90
123															
124			.89		.91		.90								
125		.96							.88					.84	.90
126		.96						.92	.88					.92	.90
127		.96						.92						.92	.90
128			.89		.91						.90				.90
129			.89		.91						.90			.84	
130		.96		.94				.92				.91		.92	
131															
132	.88		.89		.91										
133		.96	.89		.91									.84	.90
134			.89		.91					.80				.84	.90
135			.89		.91										.90
136															
137		.96	.89		.91				.88			.91		.92	.90

(table continues)

Subscale																
Item	HF	ID	RPD	ED	MFR	SE	SCR	SA	SNI	PM	IFF	SD	MDR	SRC	PD	DAA
138			.89		.91											
139											.90					
140	.88							.88			.90					.90
141	.88										.90			.92	.84	.90
142					.91			.88			.90		.89		.84	
143	.88		.89		.91			.88	.80	.90	.91					.90
144	.88		.89		.91								.89			.90
145																
146	.88	.96	.89					.88								.90
147		.96						.88						.92		.90
148	.88	.96												.92		
149		.96	.89		.91			.88								.90
150							.90						.89			.90
151	.88												.89			
152																
153		.96			.91					.80						
154	.88				.91		.90				.90			.92	.84	
155	.88	.96		.94		.86		.92				.91		.92		
156	.88						.90						.89			
157																
158	.88						.90						.89			.90
159									.88				.89			
160	.88						.90						.89			
161	.88						.90							.92		.90
162													.89			
163	.88	.96					.90						.89			.90
164	.88												.89			.90
165	.88												.89			.90
166	.88	.96		.94			.90						.89	.92		
167	.88					.86	.90									
168		.96		.94			.90							.92		
169		.96				.86	.90	.92						.92		
170		.96		.94		.86						.91		.92		
171		.96	.89		.91							.91				
172		.96				.86	.90									
173			.89													.84
174		.96		.94		.86	.90	.92				.91				
175	.88						.90						.89			.90
176	.88	.96		.94										.92		.90
177		.96		.94		.86		.92				.91				
178	.88												.89	.92		.90
179																
180																
181						.86	.90									
182																

Table 8

Reliability Coefficients for the Subscales of the
Paternal Absence Questionnaires for Daughters

(N = 62)

Subscale	Reliability (Coefficient Alpha)
Home & Family	.88
Inner Development	.96
Romance & Psychosexual Development	.89
Ego Development	.94
Male/Female Relationships	.91
School and Education	.86
Social and Community Relations	.90
Self-Actualization	.92
Self-Concept & Narcissistic Injury	.88
Perception of Men	.80
Involvement with a Fantasy Father Image	.90
Submissiveness/Domination	.91
Mother-Daughter Relationship	.89
Self-Reliance & Competence	.92
Paternal Deprivation	.84
Depression/Anxiety/Anger	.90

Table 9

Means, (Standard Deviations), and Contrasts for
Three Groups on Mother Scales

(N = 62)

Scale	Group			Contrasts		
	1 Intact (n=18)	2 Divorced (n=30)	3 Widowed (n=14)	1 v.2 t	1 v.3 t	2 v.3 t
Home & Family	393.75 (47.18)	405.21 (38.59)	386.61 (47.06)	-0.92	0.43	1.39
Inner Development	391.95 (41.71)	410.46 (37.73)	392.98 (44.48)	-1.58	-0.07	1.35
Romance & Psycho- Sexual Development	356.54 (38.92)	301.70 (39.31)	342.86 (34.75)	4.70***	1.03	-3.35**
Ego Development	392.44 (47.63)	409.44 (44.37)	392.66 (50.21)	-1.25	-0.01	1.12
Male/Female Relationships	384.77 (38.95)	360.97 (32.30)	369.70 (34.41)	2.29*	1.14	-0.82
Self Actualization	383.33 (53.49)	409.87 (46.05)	392.29 (48.85)	-1.82	-0.49	1.16

* p<.05 **p<.01 ***p<.0001

(table continues)

Scale	Group			Contrasts		
	1 Intact (n=18)	2 Divorced (n=30)	3 Widowed (n=14)	1 v.2 t	1 v.3 t	2 v.3 t
Self-Concept and Narcissistic Injury	395.35 (41.44)	400.81 (44.02)	392.47 (43.87)	-0.43	0.19	0.59
Perception of Men	342.69 (60.60)	320.70 (35.56)	340.23 (38.54)	1.59	0.13	-1.65
Involment with a Fantasy Father Figure	304.25 (74.40)	215.49 (73.56)	294.54 (52.33)	4.03***	-0.41	-3.61***
Activity/ Passivity Dominating/ Submissivness	387.21 (44.32)	411.82 (40.53)	397.62 (39.50)	-1.97	-0.69	1.09
Mother- Daughter Relationship	404.01 (49.72)	400.00 (49.58)	384.13 (49.49)	0.27	1.12	0.99
Self-Reliance and Competency	386.17 (47.92)	411.91 (40.14)	393.01 (47.97)	-2.00	-0.40	1.37

* $p < .05$ ** $p < .01$ *** $p < .0001$

Table 10
Means, (Standard Deviations), and Contrasts for
Three Groups on Daughter Scales

(N = 62)

Scale	Group			Contrasts		
	1 Intact (n=18)	2 Divorced (n=30)	3 Widowed (n=14)	1 v.2 t	1 v.3 t	2 v.3 t
Home & Family	323.15 (46.37)	307.22 (33.87)	318.65 (34.74)	1.37	0.25	-0.85
Inner Development	370.98 (42.24)	349.78 (46.97)	350.94 (69.79)	1.57	1.01	-0.07
Romance & Psycho-Sexual Development	339.00 (42.64)	307.01 (37.99)	236.90 (52.96)	2.70**	0.12	-2.14*
Ego Development	378.30 (42.40)	369.79 (58.24)	353.35 (78.75)	0.54	1.15	1.12
Male/Female Relationships	336.20 (42.90)	302.28 (34.34)	331.07 (52.81)	2.57*	0.30	-1.79
School and Education	379.49 (54.65)	387.69 (53.47)	352.75 (83.61)	-0.51	1.09	1.68
Social and Community Relations	360.03 (46.32)	353.33 (41.26)	340.67 (70.38)	0.52	0.94	0.75

* p<.05 **p<.01 ***p<.0001

(table continues)

Scale	Group			Contrasts		
	1 Intact (n=18)	2 Divorced (n=30)	3 Widowed (n=14)	1 v. 2 t	1 v. 3 t	2 v. 3 t
Self-Actualization	384.03 (46.14)	370.83 (56.51)	347.32 (79.17)	0.84	1.64	1.13
Self-Concept and Narcissistic Injury	349.25 (45.79)	317.93 (44.23)	335.91 (51.15)	2.34*	0.78	-1.20
Perception of Men	333.73 (51.61)	292.14 (47.98)	320.41 (73.10)	2.83**	0.60	-1.53
Involvement with a Fantasy Father Figure	276.22 (75.58)	240.00 (64.65)	277.71 (67.71)	1.76	-0.06	-1.78
Submissiveness /Domination	371.15 (42.11)	346.45 (44.14)	350.00 (72.08)	1.91	1.04	-0.20
Mother- Daughter Relationship	355.75 (60.52)	345.12 (51.64)	352.04 (69.93)	0.65	0.16	-0.37
Self-Reliance and Competence	355.66 (47.13)	332.901 (40.24)	335.58 (61.84)	1.78	1.04	-0.17
Paternal Deprivation	297.53 (57.63)	252.84 (48.19)	291.01 (42.64)	2.89**	0.35	-2.53*
Depression/ Anxiety/Anger	333.92 (45.05)	312.87 (36.30)	332.96 (52.55)	1.78	0.06	-1.48

* p<.05 **p<.01 ***p<.0001

Table 11

Intercorrelation Among Mother-Daughter Subscales
for Divorced Women

(N = 30)

Mother Subscales	HF	ID	Daughter Subscales					SA
			RPD	ED	MFR	SE	SCR	
HF	.446**	.582***	.409*	.581***	.415*	.622***	.679***	.596***
ID	.368*	.469**	.322*	.485**	.332*	.511**	.578***	.498**
RPD	.365*	.297	.407*	.336*	.399*	.273	.325*	.333*
ED	.366*	.457**	.328*	.488**	.341*	.482*	.540***	.486**
MFR	.831**	.893***	.843***	.627***	.819**	.573***	.659***	.616***
SA	.295	.402*	.245	.429**	.252	.457**	.506**	.439**
SNI	.369*	.553***	.447**	.554***	.436**	.498**	.547***	.553***
PM	.423**	.534***	.433**	.584***	.374*	.600***	.610***	.623***
IFF	.110	-.107	.087	-.116	.129	-.198	-.095	-.148
SD	.346*	.502**	.361*	.522**	.334*	.524***	.562***	.535***
MDR	.612***	.630***	.537***	.635***	.535***	.694***	.780***	.634***
SRC	.343*	.492**	.316*	.493**	.323*	.504**	.575***	.506***

Mother Subscales	SN	PM	Daughter Subscales					DAA
			IFF	SD	MDR	SRC	PD	
HF	.373*	.358*	-.245	.569***	.501**	.563***	-.106	.305
ID	.287	.308*	-.197	.494**	.379*	.500**	-.056	.216
RPD	.353*	.386*	.419*	.345*	.132	.438*	.451**	.352*
ED	.312*	.320*	-.165	.503**	.360*	.499**	-.030	.240
MFR	.472**	.472**	.104	.636***	.425**	.657***	.179	.444**
SA	.231	.232	-.231	.428**	.317*	.439**	-.096	.151
SNI	.398*	.452**	-.154	.601***	.402*	.534***	-.012	.294
PM	.339*	.352*	-.050	.573***	.458***	.550***	-.004	.302
IFF	.142	.110	.528***	-.094	-.156	.031	.496***	.174
SD	.291	.352*	-.338*	.546***	.468**	.475**	-.182	.209
MDR	.436**	.502**	-.163	.665***	.612***	.645***	-.053	.432**
SRC	.329*	.286	-.189	.496**	.364*	.506***	-.057	.231

*p<.05 **p<.01 ***p<.001, one-tail

Table 12
Intercorrelation Among Mother-Daughter Subscales
for Women of Intact Families

(N = 18)

Mother Subscales	MF	ID	Daughter Subscales					SA
			RPD	ED	MFR	SE	SCR	
MF	.095	-.035	-.291	-.107	-.301	-.099	.115	-.102
ID	.020	.055	-.331	.025	-.304	.053	.092	-.000
RPD	.690***	.331	.531*	.381	.516*	.527*	.512*	.403*
ED	.167	.150	-.233	.145	-.174	.165	.219	.092
MFR	.390	.070	.068	-.002	-.010	.141	.249	.033
SA	.028	.097	-.251	.040	-.235	.066	.029	.015
SNI	.250	.117	-.092	.059	-.111	.214	.273	.083
PM	.056	.051	-.056	-.068	-.177	-.139	-.056	-.068
IFF	.584**	.308	.559**	.429*	.590**	.546*	.500*	.467*
SD	.120	.136	-.191	.040	-.197	.104	.143	.037
MDR	.114	-.090	-.363	-.091	-.312	.032	.123	-.109
SRC	.040	.007	-.325	-.057	-.329	-.017	.075	-.069

Mother Subscales	SN	PM	Daughter Subscales					DAA
			IFF	SD	MDR	SRC	PD	
MF	-.110	-.474*	-.473*	-.347	.646**	-.189	-.431	-.063
ID	-.083	-.540**	-.474*	-.247	.529*	-.122	-.373	-.064
RPD	.345	.401*	.597**	.262	.350	.653**	.623**	.566**
ED	-.009	-.414*	-.338	-.134	.602**	.028	-.225	.041
MFR	.072	-.160	-.052	-.241	.573*	.146	.002	.241
SA	-.004	-.460*	.332	-.166	.412*	-.083	-.289	-.026
SNI	.019	-.321	-.286	-.175	.580**	.045	-.169	.152
PM	.099	-.281	-.162	-.282	.295	-.051	-.190	.083
IFF	.327	.548**	.697***	.465*	.076	.667***	.721***	.498*
SD	.055	-.444*	-.327	-.167	.522*	-.051	-.253	.076
MDR	-.227	-.518*	-.473*	-.371	.686***	-.166	-.417*	-.122
SRC	-.099	-.532*	-.482*	-.304	.525*	-.157	-.403*	-.059

*p<.05

**p<.01

***p<.001, one-tail

Table 13
Intercorrelation Among Mother-Daughter Subscales
for Widows

(N = 14)

Mother Subscales	HF	ID	Daughter Subscales					
			RPD	ED	MFR	SE	SCR	SA
HF	.033	.356	.242	.406	.266	.391	.457*	.367
ID	.286	.386	.220	.403	.260	.416	.455	.403
RPD	.459*	.061	.361	.021	.278	.121	.176	.118
ED	.224	.310	.152	.423	.182	.400	.398	.375
MFR	.519*	.318	.408	.336	.384	.378	.460*	.369
SA	.182	.277	.130	.385	.158	.353	.351	.329
SNI	.339	.365	.271	.419	.311	.396	.461*	.393
PM	.610**	.354	.510*	.330	.503*	.339	.448	.401
IPF	.042	-.334	.025	-.392	-.079	-.290	-.279	-.313
SD	.241	.371	.313	.437	.260	.383	.432	.372
MDR	.445	.401	.343	.424	.387	.440	.519*	.414
SCR	.196	.317	.147	.409	.190	.354	.387	.340

Mother Subscales	SN	PM	Daughter Subscales					DAA
			IPF	SD	MDR	SRC	PD	
HF	.285	.160	.053	.371	.431	.327	-.010	.249
ID	.234	.217	-.194	.395	.486*	.317	-.145	.181
RPD	.119	.431	.670**	.162	.098	.279	.795***	.272
ED	.123	.212	-.283	.340	.454	.268	-.203	.102
MFR	.317	.369	.479*	.394	.374	.451	.508*	.374
SA	.080	.212	-.351	.315	.433	.213	-.257	.052
SNI	.315	.230	.001	.402	.449	.358	.021	.241
PM	.449	.537*	.345	.423	.448	.483*	.519*	.394
IPF	-.286	.167	.539*	-.239	-.291	-.155	.626**	-.069
SD	.274	.163	-.148	.394	.431	.310	-.162	.200
MDR	.356	.242	.209	.423	.451	.400	.170	.351
SRC	.188	.149	-.245	.337	.438	.253	-.239	.117

*p<.05

**p<.01

***p<.001, one-tail

CHAPTER V

CONCLUSIONS AND IMPLICATIONS FOR FURTHER STUDY

Implications for Theory and Construction of Subscales

The foundation for this study was based in the analytic literature as well as psychosociological studies of ambiguity of boundary. In the analytic literature, the few studies reported had been limited to clinical presentations of treatment cases often of one subject over a span of one to seven years of treatment. The studies of ambiguity of boundary were primarily done by questionnaires similar to the Paternal Absence Questionnaire. The questionnaires were also followed by a follow-up interview. Results of interviews are discussed in this Chapter. The initial questionnaires, constructed by Boss, had about ten items and focused primarily on the mother's and the family's overall functioning.

One of the major goals of the present study was to broaden the theoretical base through analytic theory. Only by understanding the mother's position, her sense of self, feelings, coping mechanisms, as well as her experience of her daughter could we begin to reevaluate her role in her daughter's psychosexual development.

As has been previously stated, classical psychoanalytic theory predicated that the lack of a paternal figure leads to pathological development. Although it has been established that divorce is quite common and that not all children and their mothers form pathological family units, families had not been evaluated in those terms. More importantly, previous analytic presentations of the family emphasized the role of the father as pivotal in stamping complex behavioral patterns and attitudinal modes in the foundation of the child's personality development. Given that women's positions have changed tremendously since the initial theoretical formulations, providing a more balanced perspective on feminine contribution in cases of father absence and assessing the nature of the complex results from this trauma is long overdue.

Keeping in mind that many of the concepts mentioned earlier are intangible and difficult to quantify, the present questionnaire represented a preliminary investigation not only of the theoretical areas mentioned, but of construction of suitable scales. As has been shown by this small study, great reliability can be obtained between mothers and daughters about their internal and external experiences of loss and its implications for their adaptation. It is not sufficient to say that mothers who close the father role do better, which they do, but we need also to assess closely why some women appear to master this task well and a large number do not. The answers are

complex and seem to point to the core issue of the formation of feminine identity in relationship to women's and societal expectations of what is "appropriate feminine behavior."

The qualities which allow a single woman to perform the executive functions are often the same features which require suppression to conform to the socially approved traditional family structure. Much confusion in gender roles and primary identity formation can result when mixed messages are given to women.

It is clear that a pattern is established within a family structure when women become reassimilated in the fabric of society due to their changed status or are unable to make stable object relationships. Many of the resulting problems are not inherent in the family itself, but are a result of damage to the "self" of the mother from intra-familial stress, poor primary relationships and coping mechanisms.

Neither men nor women have been trained to provide supportive acceptance of females who have achieved that precarious balance of masculine/feminine behavioral presentations. As has been shown from the questionnaire, mothers have ambivalent feelings when they have to take charge. This predicament leads to some reassessment of the basic training women have been given and continue to provide for their daughters. Clearly, in order for the situation to improve, greater acceptance of the duality of feminine roles will have to become the norm. It is truly in the best

interests of all concerned to have the primary caretakers, most often mothers, in the best possible position. This would seem to be one of the best investments a society could make to provide for the welfare and proper development of children.

Since society ultimately will benefit or suffer by having to absorb the fruits of these fractured families, it is of significant value to clarify how women who are divorced, as well as their daughters who suffer from the hardship of these situations can be better assisted. It is hoped that this research and future similar lines of investigations will stimulate a fuller reevaluation of the concept of a philogenetically attributed father symbol.

There is such great ambivalence about the advancement of women in roles of executive functioning within the family structure because it also has deep implications for their behavior in the work world.

A complex question which also arose from this study is the implication for the decline of the traditionally accepted oedipal model. Because women can do a "good enough" job, are men not necessary to the equation for normal development? Ideally it appears that children long to have two parents. Even when not present, a fantasy image (over-idealized) is created for compensation and this gives rise to its own difficulties. The traditional oedipal developmental model is still extremely valuable, and should be expanded rather than discarded.

Much can be applied from the study of healthy single-parent families headed by women to help make a two-parent unit a healthier one for the preservation of the family and the protection of children. Perhaps if women became more satisfied in traditional families, the rate of dissolution might be reduced.

Daughters seem to take a subordinate position because they mirror their mothers' feelings and behavior. Beyond a certain point, much of what is absorbed by these daughters remains unmodulated by external experience and new learning. The power of training and expectations of positive or negative outcome of situations define ultimate success.

The construction of questionnaires and scales is in its infancy and would have to be given to larger numbers to further refine its subcategories. Nonetheless, it seems to adequately perform what it was designed to assess. There were a large number of questions specifically to allow for overlapping of material deemed too difficult to quantify by asking a solitary question in one direction. With regard to many of these issues, shading contained in the responses proved to be very valuable in assessing internal processes which are difficult to represent by one description.

Implications for Further Study

It should be a goal to refine this questionnaire further to ask fewer questions in more defined categories, and follow up the same subjects longitudinally since many

were willing to participate. It would be of great interest to assess mothers and daughters at different stages of their personal development and compare and contrast these findings. This would be helpful in delineating developmental phases in relationship to responses and life circumstances. The effects of attributional factors, such as finances, could be better assessed. It is difficult to determine whether results of findings from extremely traumatized families are caused by financial reversals or the lack of internal resources to draw on means available for survival.

It is important to note that in the t -test contrasts analysis between groups, several subscales (Home and Family, Ego Development, Inner Development, Self Actualization, Activity/Passivity-Domination/Submissiveness, Mother-Daughter Relationship, Self-Reliance and Competency -- for mothers and daughters; School and Education, Social and Community Relations, Depression/Anxiety/Anger -- for daughters) did not show statistically significant differences. Mother-Daughter Relationship and Involvement with a Fantasy Father Image, especially in the daughters of divorced families, did not yield as much information as had been expected. This may be an artifact of the construction of the statements or a function of the particular study group.

All the subscales were productive in the quality of the information they provided. However, within the widowed and the divorced groups, it would have been expected that their

respective scores would have truly been much more revealing in the contrast analysis between themselves and in relationship to the intact group. For instance, the mother's Self Actualization scale should have been particularly sensitive for the divorced and widowed mothers for whom it is more of a challenge to maintain the viability of their families. Again, Ego Development scores could have been more revealing especially for the daughters of widowed mothers who appeared most successful in closing out the father role.

There is also probably much to be learned from women at the lower end of the spectrum with poor scores in the various subscales categories. A more detailed analysis of the present data with intragroup comparison of the distribution of score results for each subscale category would be useful to clarify the underlying reasons for these lower scores. This would provide more focused statistical information about results from both high and low ends of the spectrum of this questionnaire which would require future consolidation of statements as well as more stringent categories.

Therefore, despite the achievement of statistical significance in several of the areas analyzed, it should be clear that all the information obtained about the scales may become more valuable as the analysis is expanded. The limitations and scope of the present project indicate that many of the findings will have to be reassessed at the next developmental level of the questionnaire.

It should be part of a future extension of the present project to examine why these scales did not differentiate at even higher levels or provide finer and more subtle differences among these groups. These are minor disappointments, however, which will be ameliorated by improving and refining the present scales and subcategories.

The subcategories proved to be extremely valuable in sorting and mapping mothers' versus daughters' capacities, and their internal and external experiences of each other and the environment. A tighter questionnaire would also enhance the reliability of the subscales which could eventually be streamlined as well.

There are therapeutic implications as well for the population. By learning areas of ambivalence, identity confusion and stress in adapting to a new executive role, the identification of problem areas can be clarified by providing appropriate supportive structures for families in need of such assistance. By obtaining a broader understanding of the consolidation of femininity and the complex processes weaving both masculine and feminine trends within personality structure, women can be assisted in becoming more accepting of themselves.

There is clearly a need for women to develop greater acceptance of themselves not simply as feminine beings, but as individuals with multifaceted potential to integrate both masculine and feminine strengths. A decrease of confusion about expected social roles of women would place less focus

on the rigid traditional features of womanhood. Women need to begin to do this in order to train their daughters to establish a new cycle. Since the number of single-parent families is always increasing, a focus on self-sufficiency would enhance the stability of a home and benefit society overall.

It is hoped that this research and future similar lines of investigations will stimulate a fuller reevaluation of the concept of a phylogenetically-attributed father symbol. While many fatherless children have survived and coped, and managed to develop mental representations of their father, the question remains whether the role of this representation plays a function within the development of the feminine psyche. Is it a prerequisite to proper development?

Since father-absent families have difficulty closing the gap of the father role, and later object relations with males are based on early representations by the mother of the father and men in general, the study of mothers, and how they transmit formative constructs of the father image in both negative and positive lights, will lead to a more complete elucidation of its significance in childhood development.

APPENDIX A

REVISED QUESTIONNAIRE FOR ADOLESCENT GIRLS FROM INTACT FAMILIES

For the following questions, use the scale as a guide in answering:

- | NEVER
1 | RARELY
2 | SOMETIMES
3 | OFTEN
4 | ALWAYS
5 |
|------------|-------------|--|------------|-------------|
| ___ | 1. | I am beautiful and I usually like what I see in the mirror. | | |
| ___ | 2.r | There are few things about myself I'd change if I could. | | |
| ___ | 3. | I am considered attractive by most of my friends. | | |
| ___ | 4. | I usually can get dates when I want to. | | |
| ___ | 5. | My mother has always made me feel attractive, and her criticisms and advices have been helpful. | | |
| ___ | 6. | I don't wait for things to happen to me. I am capable of getting what I want. | | |
| ___ | 7. | I usually get along well with men. | | |
| ___ | 8. | I can easily confide in my male friends. | | |
| ___ | 9. | I usually get along well with women. | | |
| ___ | 10. | I can easily confide to my female friends. | | |
| ___ | 11.r | I get along better with women than men. | | |
| ___ | 12. | I believe some men can be reliable and caring. | | |
| ___ | 13. | I am doing as well as I think I should with school work and know fairly well where I want to be in life. | | |
| ___ | 14. | I adapt well to situation and can be assertive. and effective when I need to be. | | |

Recoded - = (r) i.e., 1=5 2=4

Delete - = (d) Some statements were deleted in final analysis.
Total number of questions = 180.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___ 15. I am usually cheerful and happy.
- ___ 16. I can make up my mind without too much trouble.
- ___ 17. I am a lot of fun to be with.
- ___ 18.r I am popular with kids my own age.
- ___ 19. My mother usually considers my feelings in making decisions which affect me.
- ___ 20. I don't easily get upset at home and usually want to be there when things are not going well.
- ___ 30. I usually speak my mind if necessary.
- ___ 31. My mother and I have fun together.
- ___ 32. It is not often that people have to tell me what to do.
- ___ 33. I am not confused about myself and I understand my feelings most of the times.
- ___ 34. I get all the attention I want at home and I feel comfortable speaking to my mother.
- ___ 35. I can make up my mind and can usually stick to my decision if I think something is right.
- ___ 36. I really like being a girl.
- ___ 37. I don't often feel ashamed of myself.
- ___ 38. My teachers make me feel confident that I can do things well.
- ___ 39. I am concerned about the future but usually believe things will work out.
- ___ 40.r I never wish that I was somebody else.
- ___ 41. I believe that my father loves my mother.
- ___ 42. I have my mother's best qualities.
- ___ 43. My mother always encourages me to achieve and do the best that I can.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
------------	-------------	----------------	------------	-------------

- ___ 44. I find it easy to make friends and hold on to them.
- ___ 45. I feel my mother loves me.
- ___ 46. I consider myself to be feminine.
- ___ 47.r I consider myself more masculine than feminine.
- ___ 48.r I am usually submissive.
- ___ 49. I am cooperative.
- ___ 50. I believe I am creative.
- ___ 51. I am contented with myself.
- ___ 52. I stand on my own two feet and I think before I do anything.
- ___ 53. I see myself as a strong person.
- ___ 54. I don't give up easily.
- ___ 55. I am deliberate and not impulsive.
- ___ 56. I consider myself easy going.
- ___ 57. I consider myself good natured and enthusiastic.
- ___ 58. I am an independent person and consider myself to be mature for my age.
- ___ 59. I see myself as outgoing.
- ___ 60. I persevere in my goals.
- ___ 61. I am a poised person.
- ___ 62. I am usually relaxed.
- ___ 63. I am self confident and optimistic.
- ___ 64. I am self controlled.
- ___ 65. I am self sufficient.
- ___ 66. I am tolerant.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
------------	-------------	----------------	------------	-------------

- ___ 67. I am a worthy person.
- ___ 68. I can be depended upon.
- ___ 69. I am a success.
- ___ 70. I think it is important for a woman to have a husband.
- ___ 71. My mother and I like the same type of man.
- ___ 72. My mother and I like the same type of male movie stars.
- ___ 73. I believe men are important to have around.
- ___ 74. Men are better providers than women.
- ___ 75. Home is not whole without a man around.
- ___ 76. Men are better at fixing things than women.
- ___ 77. Women need to be protected by men.
- ___ 78.r I don't like men.
- ___ 79. Men are stronger than women.
- ___ 80.r Men are more capable than women.
- ___ 81. Men can be loving and giving.
- ___ 82. Men understand women.
- ___ 83. Women understand men.
- ___ 84. Men are supportive of women.
- ___ 85. When my father is around things are better.
- ___ 86. No man can replace my father.
- ___ 87. When my father is around everything works out.
- ___ 88. When my father is around he protects and love me.
- ___ 89.r Men never let women down.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS	
1	2	3	4	5	

___ 90.	When my father is around we do not have to worry about money.				
___ 91.r	My mother can function without a man.				
___ 92.r	Having a man makes everything alright.				
___ 93.r	My father was/is a powerful man.				
___ 94.	My father loves me as nobody else can.				
___ 95.r	My friends would think I am odd if I didn't have a father.				
___ 96.	I often think about what it would be like if my father was around more often.				
___ 97.r	People would look down on me for not having a father.				
___ 98.	I get more respect when my father is around.				
___ 99.r	I think men are destructive.				
___ 100.r	Men always want to have their own way.				
___ 101.	Things are always better when my father is around.				
___ 102.r	I don't want to be married.				
___ 103.r	My mother and I are too close.				
___ 104.r	If my father loved me he would spend more time at home. (delete)				
___ 105.	If I was a boy my father would spend more time at home. (delete)				
___ 106.r	I would not be complete without a father.				
___ 107.	When my father is around I am happier.				
___ 108.	When my father is around my mother treats me better.				
___ 109.	My father teaches me how to be a woman.				
___ 110.	I often fantasize about my father.				
___ 111.	I am trying to become the woman my father would approve of.				

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___112.				I cannot think of being without my mother.
___113.				I often longs for my father's return home.
___114.				I often wish my father was more available to help me in my relationship with my mother.
___115.r				As a child I often slept in my mother's bed.
___116.				My mother is more affectionate towards me than other mothers are with their daughters.
___117.				Having brothers and/or uncles in my life has helped me in my relationships with men.
___118.				I can take an active role in defining my life.
___119.r				It seems masculine to be an active constructor of one's life.
___120.				I envy friends whose fathers are more available.
___121.				I often feel different from girls with fathers who are more involved with them
___122.				I would feel a major loss in my life by not having a father.
___123.r				I feel restricted having a father.
___124.				My mother would like me to become like her.
___125.				I don't feel damaged.
___126.				I don't have a problem with self esteem.
___127.				I like who I am.
___128.				My father teaches me what men like in women.
___129.				In my thoughts my father is very much part of me.
___130.				I can cope with situations usually handled by men.
___131.r				If my mother was divorced I would feel that she betrayed my father.
___132.				My mother has taught me to seek and have positive relationships with men.
___133.r				In my relationships with men there's always something missing.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
------------	-------------	----------------	------------	-------------

- ___134.r Men do not measure up to my ideas of what they should be.
- ___135.r Most men disappoint me.
- ___136.r I have definitive ideas of what a "real" man is.
- ___137.r I feel inhibited with men.
- ___138. I seek and feel comfortable with men.
- ___139. I often wonder why my father is not home more often.
- ___140.r I feel my father does not spend time home because of me.
- ___141. My mother often talks about my father.
- ___142. My mother often tells me how much I am like my father.
- ___143. My mother often tells me the only way to be happy is to have a man.
- ___144.r I feel my mother would blame me for a divorce.
- ___145.r I feel that if I was not around my mother and father would be closer.
- ___146.r I don't like being a girl.
- ___147.r I don't really know who I am.
- ___148.r I often feel depressed.
- ___149.r There are many things about my body I don't like.
- ___150.r I often feel my mother takes out her anger against my father on me.
- ___151. My mother makes up for my father's absence by being close to me.
- ___152.r I often feel stifled by my relationship with my mother.
- ___153.r I don't see myself in a permanent relationship with a man.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5

- ____154. Being a family means having a father around.
 ____155. My mother encourages me to be independent.
 ____156. My family adapts well when my father is not around.
 ____157. Finances would a primary stress without my father.
 ____158.r My mother is often depressed and unavailable.
 ____159.r My family is fairly isolated.
 ____160.r We go out alone often in our family.
 ____161.r My mother is unable to take charge of the family.
 ____162.r When my father is absent my mother is less strict.
 ----163.r I am a rebellious child.
 ----164.r I find my mother very restrictive.
 ----165. My mother is supportive and sympathetic.
 ----166. I am a significant person to my family.
 ----167. I am a valued member of my community.
 ----168. I see education and/or job training as a major means
 of achieving my goals in life.
 ----169. I am considered a leader among my friends.
 ----170. I see myself primarily as a career woman in the
 future.
 ----171.r I don't believe in having children.
 ----172. I believe in obeying the rules of games.
 ----173.r A woman cannot or should not raise children without
 a father.
 ----174. I like the way I generally handle most situations.
 ----175.r We fight a lot at home.
 ----176. We think things out for ourselves in our family.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- 177. I feel it is important to the best at whatever I do.
- 178. We are supportive of each other at home.
- 179.r I would not be the same if my father was not around.
- 180.r If I am a good girl my father will not leave.
- 181.r I am not been able to concentrate on my school work when my father is not around.
- 182. We tend to keep our feelings to ourselves at home.

APPENDIX B

REVISED QUESTIONNAIRE FOR MOTHERS OF INTACT FAMILIES

For the following question, use the scale as a guide in answering:

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___1.r I functioned better when my husband is around.
- ___2. My husband is always able to get things done.
- ___3.r I feel unable to take charge of my family.
- ___4.r I have difficulty disciplining my children.
- ___5.r I cannot financially support my family alone.
- ___6. Because my husband is around it is easier to support my family.
- ___7.r I feel edgy when my husband is not around.
- ___8.r I often take my anger out on my children.
- ___9. My daughter and I have a very close relationship.
- ___10.r I often find it difficult to make decisions.
- ___11.r I don't like men.
- ___12.r I often long for my husband to return home from work.
- ___13.r I often wish my husband was back when he is away from home for significant periods of time (as on business trips).
- ___14.r Men don't like women.
- ___15.r Men are not nurturant of women.
- ___16.r I don't think I am beautiful or attractive.
- ___17. I think I am feminine.
- ___18.r I think I am more masculine than feminine.

Recoded - = (r) i.e 1=5 2=4 etc.

Delete - = (d) some statements were deleted in final analysis.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___19.r	I feel less of a woman since my husband is absent.			
___20.r	I consider myself a wife.			
___21.r	My family functions less well when my husband is absent.			
___22.r	I have to be a father and a mother to my children.			
___23.r	I am submissive.			
___24.	I am an independent person.			
___25.	I think I have a strong personality and can be forceful when the need arises.			
___26.	I have leadership abilities and can take charge when necessary.			
___27.	I am gentle and kind .			
___28.	I am aggressive.			
___29.	I am self reliant and selfsufficient.			
___30.r	I am a domineering person.			
___31.	I am usually able to take a stand and can stick to my decisions.			
___32.r	I consider myself shy and yielding under most circumstances.			
___33.r	I am inefficient.			
___34.r	I never get things done.			
___35.r	I am often depressed and moody.			
___36.r	I am unsystematic and find it hard to organize things.			
___37.	I am happy most of the times.			
___38.r	I would be happier if I had a more stable relationship with my husband.			
___39.	Most people find me likable and friendly.			

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___40.	I am ambitious and competitive and feel that I can usually reach my goal.			
___41.r	I feel threatened by other women.			
___42.r	I envy other women who have stable relationships with their husband.			
___43.r	It is easy for me to get jealous.			
___44.r	I have difficulty finding work (If unemployed).			
___45.r	I fear loosing my job because I am unskilled (If employed).			
___46.r	I have a problem with self esteem.			
___47.	I like being a woman.			
___48.	I easily make friends.			
___49.r	I think things are usually better when my husband is around.			
___50.r	I do not like being married and would feel better now if I was on my own.			
___51.r	I feel oppressed by my husband.			
___52.r	My husband never understands me.			
___53.	I am able to find support amongst my friends.			
___54.r	I feel my children would be better off without having a father around.			
___55.	I often dream about my husband.			
___56.	I often talk about my husband to my children.			
___57.	My children remind me of husband.			
___58.r	I often blame my children for friction that leads to feelings of separation from my husband.			
___59.r	We are not a family when my husband is not around.			
___60.	I often feel that my husband is around the house.			
___61.	My husband is a large part of my mental life.			

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___62. I often reminisce about the times my husband and I had together.
- ___63. I often call my husband at work.
- ___64. I encourage my children to think about their father.
- ___65. I try to raise my children in a way that my husband would approve of.
- ___66.r I wish my husband was around more often to help me raise my children.
- ___67.r I feel lost when my husband is absent.
- ___68.r I don't feel my children would be whole if they did not have a father.
- ___69.r I feel my daughter would be less feminine by not having a father around.
- ___70. My daughter and I share the same ideas of men.
- ___71. I feel I have strongly affected my daughter's views of men.
- ___72.r I am concerned that my daughter will not like men.
- ___73.r Men have let me down.
- ___74.r My father was unreliable.
- ___75. I feel that my father loved me.
- ___76.r My husband would not consider leaving since we have (if we had a son).
- ___77.r I am concerned that my daughter will not be liked by men.
- ___78.r My daughter has difficulty making and keeping male friends.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___79.r I feel my daughter is too masculine.
- ___80.r I feel my daughter is too feminine.
- ___81.r When my daughter was a child she often slept in my bed.
- ___82.r My daughter and I still share the same bed.
- ___83.r I no longer wish to be in a relationship with a man.
- ___84.r I have more male friends than female friends.
- ___85.r I have more female friends than male friends.
- ___86.r I don't feel I can bring male friends around the house.
- ___87.r I am always my husband's wife to my children.
- ___88. I believe some men can be reliable and caring.
- ___89. My daughter and I can have fun together.
- ___90. My daughter and I like the same male movie stars.
- ___91. I am concerned about the future but usually believe things will work out.
- ___92. I like my home.
- ___93. I feel comfortable speaking to my daughter about most things.
- ___94.r I am not threatened by my daughter.
- ___95. I think my daughter will grow up to be like me and will have my best qualities.
- ___96.r I wish my daughter was different.
- ___97. I am a success.
- ___98.r Men are better providers than women.
- ___99.r Women need to be protected by men.
- ___100. Men can be loving and giving.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___101. Men understand women.
- ___102. Women understand men.
- ___103. Men are supportive of women.
- ___104. No man can replace my husband.
- ___105. No man can replace my father.
- ___106.r Men never let women down.
- ___107. I believe my daughter will be able to function without a man.
- ___108. My husband loves me as nobody else can.
- ___109.r My friends would down on me if I did not have a husband.
- ___110.r I get more respect when my husband is around.
- ___111.r I think things are much better when my husband is around.
- ___112.r Men always want to get their own way.
- ___113.r Women usually get their way.
- ___114.r Because my husband loved me he will not leave me.
- ___115. I often fantasize about my husband.
- ___116.r Sex is a problem.
- ___117.r When my husband is around my children show more respect.
- ___118.r When my husband is around my children are more affectionate towards me.
- ___119.r I would never become the woman I could have been without a husband.
- ___120.r My daughter is too dependent on me.
- ___121.r My daughter is too affectionate towards me.

- | NEVER
1 | RARELY
2 | SOMETIMES
3 | OFTEN
4 | ALWAYS
5 |
|------------|-------------|----------------|------------|-------------|
|------------|-------------|----------------|------------|-------------|
- ___122.r Having other males in the family (siblings, brothers, uncles) have helped me to better raise my daughter.
- ___123.r I hope that my daughter does not end up like me.
- ___124. I can cope with most situations usually handled by men.
- ___125.r I feel my husband is mean and betrays me.
- ___126.r In my relationship with men there is always something missind.
- ___127.r Most men disappoint me.
- ___128.r Men do not measure up to my ideas of what they should be.
- ___129.r No man can make me feel fullfilled.
- ___130.r I would be depressed if separated from my husband.
- ___131.r A woman should not be without a man.
- ___132.r I try hard to keep my husband involved in family life for the sake of my children.
- ___133.r I always think of myself as his wife.
- ___134.r I would feel damaged if divorced.
- ___135. I can take an active role in defining my life.
- ___136.r It seems masculine to me to take charge of the family.
- ___137.r My friends and I appear more feminine since we have husbands.
- ___138.r Not having a husband would be a major loss in my life.
- ___139.r I have definite ideas of what a "real" man should be.
- ___140.r I often myself depressed and unavailble for my children.
- ___141.r My family would be isolated with divorce.
- ___142.r The lines of authority would be blurred without my husband around.
- ___143.r My children would take advantage of me if there was no

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___144.r We go out alone in our family.
- ___145.r I feel like a social outcast.
- ___146.r I would find it difficult to find support as a single parent emotionally and financially.
- ___147. I am a strong person.
- ___148.r I usually wait for things to happen to me.
- ___149. I like who I am.
- ___150.r I am more of a disciplinarian when my husband is not around.
- ___151. I am able to make decisions and stick with them.
- ___152. I can be effective in making changes.
- ___153.r My friends would consider me odd if I didn't have a husband.
- ___154. I would not want to remarry.
- ___156.r I have difficulty establishing stable relationships with men.
- ___157.r I have a hard time keeping my friends both male/female.
- ___158. I find it easier to keep my female friends.
- ___159. I feel more protected when my husband is around.
- ___160. My husband is a powerful man.
- ___161.r I am deliberate and not impulsive.
- ___162. I believe that I am creative.
- ___163. I am a supportive and nurturing parent.
- ___164. I am a more punitive and restrictive parent than liberal.
- ___165.r I am impulsive and self indulgent.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___166. I am a significant person to my family.
- ___167. I am a valued member of my community.
- ___168. I see education and/or job training as a major means of achieving my goals in life.
- ___169. I am considered a leader among my friends.
- ___170. I see myself primarily as a career woman in the future.
- ___171. I believe in obeying the rules of games.
- ___172.r Although I love my children, if I had to do it over I would not have them.
- ___173.r A woman cannot or should not raise children without a father.
- ___174. I like the way I generally handle most situations.
- ___175.r We fight a lot at home.
- ___176. We think things out ourselves in our family.
- ___177. I feel that it is important to be the best at whatever I do.
- ___178. We are supportive of each other at home.
- ___179.r We tend to keep our feelings to ourselves at home.
- ___180.r if my husband left I would not be the same.
- ___181.r If I am a good wife my husband will not leave.
- ___182.r I would have difficulty concentrating on my family and or job if my husband left.

APPENDIX C

REVISED QUESTIONNAIRE FOR ADOLESCENT GIRLS FROM DIVORCED/WIDOWED FAMILIES

For the following questions, use the scale as a guide in answering:

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___ 1. I am beautiful and I usually like what I see in the mirror.
- ___ 2. There are few things about myself I'd change if I could.
- ___ 3. I am considered attractive by most of my friends.
- ___ 4. I usually can get dates when I want to.
- ___ 5. My mother has always made me feel attractive, and her criticisms and advices have been helpful.
- ___ 6. I don't wait for things to happen to me. I am capable of getting what I want.
- ___ 7. I usually get along well with men.
- ___ 8. I can easily confide in my male friends.
- ___ 9. I usually get along well with women.
- ___ 10. I can easily confide to my female friends.
- ___ 11. I get along better with women than men.
- ___ 12. I believe some men can be reliable and caring.
- ___ 13. I am doing as well as I think I should with school work and know fairly well where I want to be in life.

Recoded - = (r) ie., 1=5 2=4

Delete - = (d) Some statements were deleted in final analysis.
Total number of questions = 182.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___ 14. I adapt well to situation and can be assertive.
and effective when I need to be.
- ___ 15. I am usually cheerful and happy.
- ___ 16. I can make up my mind without too much trouble.
- ___ 17. I am a lot of fun to be with.
- ___ 18. I am popular with kids my own age.
- ___ 19. My mother usually considers my feelings in making
decisions which affect me.
- ___ 20. I don't easily get upset at home and usually want to
be there when things are not going well.
- ___ 30. I usually speak my mind if necessary.
- ___ 31. My mother and I have fun together.
- ___ 32. It is not often that people have to tell me what to
do.
- ___ 33. I am not confused about myself and I understand my
feelings most of the times.
- ___ 34. I get all the attention I want at home and I feel
comfortable speaking to my mother.
- ___ 35. I can make up my mind and can usually stick to my
decision if I think something is right.
- ___ 36. I really like being a girl.
- ___ 37. I don't often feel ashamed of myself.
- ___ 38. My teachers make me feel confident that I can do
things well.
- ___ 39. I am concerned about the future but usually believe
things will work out.
- ___ 40. I never wish that I was somebody else.
- ___ 41. I believe that my father loved my mother.
- ___ 42. I have my mother's best qualities.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___ 43. My mother always encourages me to achieve and do the best that I can.
- ___ 44. I find it easy to make friends and hold on to them.
- ___ 45. I feel my mother loves me.
- ___ 46. I consider myself to be feminine.
- ___ 47. I consider myself more masculine than feminine.
- ___ 48. I am usually submissive.
- ___ 49. I am cooperative.
- ___ 50. I believe I am creative.
- ___ 51. I am contented with myself.
- ___ 52. I stand on my own two feet and I think before I do anything.
- ___ 53. I see myself as a strong person.
- ___ 54. I don't give up easily.
- ___ 55. I am deliberate and not impulsive.
- ___ 56. I consider myself easy going.
- ___ 57. I consider myself good natured and enthusiastic.
- ___ 58. I am an independent person and consider myself to be mature for my age.
- ___ 59. I see myself as outgoing.
- ___ 60. I persevere in my goals.
- ___ 61. I am a poised person.
- ___ 62. I am usually relaxed.
- ___ 63. I am self confident and optimistic.
- ___ 64. I am self controlled.
- ___ 65. I am self sufficient.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___	66.	I am tolerant.		
___	67.	I am a worthy person.		
___	68.	I can be depended upon.		
___	69.	I am a success.		
___	70.	I think it is important for a woman to have a husband.		
___	71.	My mother and I like the same type of man.		
___	72.	My mother and I like the same type of male movie stars.		
___	73.	I believe men are important to have around.		
___	74.	Men are better providers than women.		
___	75.	Home is not whole without a man around.		
___	76.	Men are better at fixing things than women.		
___	77.	Women need to be protected by men.		
___	78.	I don't like men.		
___	79.	Men are stronger than women.		
___	80.	Men are more capable than women.		
___	81.	Men can be loving and giving.		
___	82.	Men understand women.		
___	83.	Women understand men.		
___	84.	Men are supportive of women.		
___	85.	If my father was around things would be better.		
___	86.	No man can replace my father.		
___	87.	If my father was around everything would be fine.		
___	88.	If my father was around he would protect and love me.		
___	89.	Men never let women down.		

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___ 90. If my father was around we would not have to worry about money.
- ___ 91. My mother can function without a man.
- ___ 92. Having a man makes everything alright.
- ___ 93. My father was/is a powerful man.
- ___ 94. My father loves me as nobody else can.
- ___ 95. My friends think I am odd because I don't have a father.
- ___ 96. I often think about what it would be like if my father was around.
- ___ 97. People look down on me for not having a father.
- ___ 98. I would get more respect if my father was around.
- ___ 99. I think men are destructive.
- ___ 100. Men always want to have their own way.
- ___ 101. Things were always better when my father was around.
- ___ 102. I don't want to be married.
- ___ 103. My mother and I are too close.
- ___ 104.r If my father loved me he would not have left/died.
- ___ 105.r If I was a boy my father would not have left/died.
- ___ 106. I am not complete without a father.
- ___ 107. If my father was around I would be happier.
- ___ 108. If my father was around my mother would treat me better.
- ___ 109. If my father was around he would teach me how to be a woman.
- ___ 110. I often fantasize about having a father.
- ___ 111. I am trying to become the woman my father would approve of.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___112. I cannot think of being without my mother.
- ___113. I often wish that my father would come back.
- ___114. I often wish my father were present to help me in my relationship with my mother.
- ___115. As a child I often slept in my mother's bed.
- ___116. My mother is more affectionate towards me than other mothers are with their daughters.
- ___117. Having brothers and/or uncles in my life has helped me in my relationships with men.
- ___118. I can take an active role in defining my life.
- ___119. It seems masculine to be an active constructor of one's life.
- ___120. I envy friends with fathers.
- ___121. I often feel different from girls with fathers.
- ___122. I feel a major loss in my life not having a father.
- ___123.r I feel less restricted than girls with fathers.
- ___124. My mother would like me to become like her.
- ___125. I don't feel damaged.
- ___126. I don't have a problem with self esteem.
- ___127. I like who I am.
- ___128. If I had a father he could tell me what men like in women.
- ___129. In my thoughts my father is very much part of me.
- ___130. I can cope with situations usually handled by men.
- ___131.r I feel my mother betrays my fathers when she has relationships with other men.
- ___132. My mother has taught me to seek and have positive relationships with men.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___133. In my relationships with men there's always something missing.
- ___134. Men do not measure up to my ideas of what they should be.
- ___135. Most men disappoint me.
- ___136. I have definitive ideas of what a "real" man is.
- ___137. I feel inhibited with men.
- ___138. I seek and feel comfortable with men.
- ___139. I often wonder why my father left me/died.
- ___140. I feel my father left/died because of me.
- ___141. My mother often talks about my father.
- ___142. My mother often tells me how much I am like my father.
- ___143. My mother often tells me the only way to be happy is to have a man.
- ___144. I feel my mother blames me for the loss of her husband.
- ___145.r I feel that if I was not around it would be easier for my mother to find another man.
- ___146. I don't like being a girl.
- ___147. I don't really know who I am.
- ___148. I often feel depressed.
- ___149. There are many things about my body I don't like.
- ___150. I often feel my mother remains angry about my father and takes it out on me.
- ___151. My mother makes up for not having a husband by being very close to me.
- ___152. I often feel stifled by my relationship with my mother.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___153. I don't see myself in a permanent relationship with a man.
- ___154. Being a family means having a father around.
- ___155. My mother encourages me to be independent.
- ___156. My family has adapted well to divorce/death of my father.
- ___157. Finances are a primary stress since the divorce.
- ___158. My mother is often depressed and unavailable.
- ___159. My family is fairly isolated.
- ___160. We go out alone often in our family.
- ___161. My mother is unable to take charge of the family.
- ___162. My mother makes up for the loss of my father by being less strict with us.
- 163. I am a rebellious child.
- 164. I find my mother very restrictive.
- 165. My mother is supportive and sympathetic.
- 166. I am a significant person to my family.
- 167. I am a valued member of my community.
- 168. I see education and/or job training as a major means of achieving my goals in life.
- 169. I am considered a leader among my friends.
- 170. I see myself primarily as a career woman in the future.
- 171. I don't believe in having children.
- 172. I believe in obeying the rules of games.
- 173. A woman cannot or should not raise children without a father.
- 174. I like the way I generally handle most situations.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- 175. We fight a lot at home.
- 176. We think things out for ourselves in our family.
- 177. I feel it is important to the best at whatever I do.
- 178. We are supportive of each other at home.
- 179.r Since my father left/died I have not been the same.
- 180. If I had been a good girl my father would not have left/died.
- 181. I have not been able to concentrate on my school work since my father left/died.
- 182.r I Have not been able to concentrate on my school work since my father left/died.

APPENDIX D
REVISED QUESTIONNAIRE FOR DIVORCED
OR WIDOWED MOTHERS

For the following questions, use the scale as a guide in answering:

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___1.r	I functioned better when my husband was around.			
___2.	My husband was always able to get things done.			
___3.r	I feel unable to take charge of my family.			
___4.r	I have difficulty disciplining my children.			
___5.r	I cannot financially support my family.			
___6.	If my husband was around it would be easier to support my family.			
___7.r	I have been angry since my husband left.			
___8.r	I often take my anger out on my children.			
___9.	My daughter and I have a very close relationship.			
___10.r	I often find it difficult to make decisions.			
___11.r	I don't like men.			
___12.r	I long for my husband to return.			
___13.r	I often wish my husband was back (If divorced) or alive if (widowed).			
___14.r	Men don't like women.			
___15.r	Men are not nurturant of women.			

Recoded - = (r) ie., 1=5 2=4

Delete - = (d) Some statements were deleted in final analysis.
Total number of questions = 182.

	NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___16.r	I don't think I am beautiful or attractive.				
___17.	I think I am feminine.				
___18.r	I think I am more masculine than feminine.				
___19.r	I feel less of a woman since my husband left.				
___20.r	I no longer consider myself a wife.				
___21.r	My family functions less well since my husband left.				
___22.r	I have to be a father and a mother to my children.				
___23.r	I am submissive.				
___24.	I am an independent person.				
___25.	I think I have a strong personality and can be forceful when the need arises.				
___26.	I have leadership abilities and can take charge when necessary.				
___27.	I am gentle and kind .				
___28.	I am aggressive.				
___29.r	I am self reliant and selfsufficient.				
___30.r	I am a domineering person.				
___31.r	I am usually able to take a stand and can stick to my decisions.				
___32.r	I consider myself shy and yielding under most circumstances.				
___33.r	I am inefficient.				
___34.r	I never get things done.				
___35.r	I am often depressed and moody.				
___36.r	I am unsystematic and find it hard to organize things.				
___37.	I am happy most of the times.				
___38.r	I would be happier if I had a more stable relationship with a man.				

	NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___39.	Most people find me likable and friendly.				
___40.	I am ambitious and competetive and feel that I can usually reach my goal.				
___41.r	I feel threatened by other women.				
___42.r	I envy other women who have husbands or have stable relationships.				
___43.r	It is easy for me to get jealous.				
___44.r	I have difficulty finding work. (If unemployed)				
___45.r	I fear loosing my job because I am unskilled. (If employed)				
___46.r	I have a problem with self esteem.				
___47.	I like being a woman.				
___48.	I easily make friends.				
___49.r	I think things are better now than when my husband was around.				
___50.r	I did not like being married and feel better now that I am on my own.				
___51.r	I felt oppressed by husband.				
___52.r	My husband never understood me.				
___53.	I am able to find support amongst my friends.				
___54.r	I feel my children are better off without having a father around.				
___55.	I often dream about my husband.				
___56.	I often talk about my husband to my children.				
___57.	My children remind me of husband.				
___58.r	I often blame my children for the loss of my children.				
___59.r	We are not a family since my husband left (or died if widowed).				

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___60. I often feel that my husband is around the house.
- ___61.r My husband is a large part of my mental life.
- ___62. I often reminisce about the times my husband and I had together.
- ___63.r I often call my husband (If divorced), I make frequent trips to the cemetery.
- ___64. I encourage my children to think about their father to keep his prescence and memory alive.
- ___65. I try to raise my children in a way that my husband would approve of.
- ___66.r I often wish my husband was around to help me raise my children.
- ___67.r I feel damaged since the loss of my husband.
- ___68.r I don't feel my children are whole since they did not have a father.
- ___69.r I feel my daughter is less feminine by not having a father around.
- ___70. My daughter and I share the same ideas of men.
- ___71. I feel I have strongly affected my daughter's views of men.
- ___72.r I am concerned that my daughter will not like men.
- ___73.r Men have let me down.
- ___74.r My father was unreliable.
- ___75. I feel that my father loved me.
- ___76.r My husband might not have left if we had a son.
- ___77. I am concerned that my daughter will not be liked by men.
- ___78.r My daughter has difficulty making and keeping male friends.

	NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
79.r	I feel my daughter is too masculine.				
80.r	I feel my daughter is too feminine.				
81.r	When my daughter was a child she often slept in my bed.				
82.r	My daughter and I still share the same bed.				
83.r	I no longer wish to be in a relationship with man.				
84.r	I have more male friends than female friends.				
85.r	I have more female friends than male friends.				
86.r	I don't feel I can bring male friends around the house.				
87.r	I am still my husband's wife to my children.				
88.	I believe some men can be reliable and caring.				
89.	My daughter and I can have fun together.				
90.	My daughter and I like the same male movie stars.				
91.	I am concerned about the future but usually believe things will work out.				
92.	I like my home.				
93.	I feel comfortable speaking to my daughter about most things.				
94.r	I am not threatened by my daughter.				
95.	I think my daughter will grow up to be like me and will have my best qualities.				
96.r	I wish my daughter was different.				
97.	I am a success.				
98.r	Men are better providers than women.				
99.r	Women need to be protected by men.				
100.	Men can be loving and giving.				

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___101. Men understand women.
- ___102. Women understand men.
- ___103. Men are supportive of women.
- ___104. No man can replace my husband.
- ___105. No man can replace my father.
- ___106. Men never let women down.
- ___107. I believe my daughter will be able to function without a man.
- ___108. My husband loved me as nobody else can.
- ___109.r My friends look down because I don't have a husband.
- ___110.r I would get more respect if my husband was around.
- ___111.r I think things would be much better if my husband was around.
- ___112.r Men always want to get their own way.
- ___113.r Women usually get their way.
- ___114.r If my husband loved me he would not have left.
- ___115.r I often fantasize about my husband.
- ___116.r Sex is a problem.
- ___117.r If my husband was around my children would respect me more.
- ___118.r If my husband was around my children would love me more.
- ___119.r I will never become the woman I could have been without a husband.
- ___120.r My daughter is too dependent on me.
- ___121.r My daughter is too affectionate towards me.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
122.r	Having other males in the family (siblings, brothers, uncles) have helped me to better raise my daughter.			
___123.r	I hope that my daughter does not end up like me.			
___124.	I can cope with most situations usually handled by men.			
___125.r	I feel my husband was mean and betrayed me.			
___126.r	In my relationship with men there is always something missing.			
___127.r	Most men disappoint me.			
___128.r	Men do not measure up to my ideas of what they should be.			
___129.r	No man can make me feel fullfilled.			
___130.r	I have been depressed since my divorced.			
___131.r	A woman should not be without a man.			
___132.r	I try hard to keep my husband's memory for the sake of my children.			
___133.r	I still think of myself as his wife.			
___134.r	I feel damaged since my divorce.			
___135.	I can take an active role in defining my life.			
___136.r	It seems masculine to me to take charge of the family.			
___137.r	My friends with husbands appear more feminine than I do.			
___138.r	Not having a husband is a major loss in my life.			
___139.r	I have definite ideas of what a "real" man should be.			
___140.r	I often myself depressed and unavailable for my children.			
___141.r	My family is isolated since the divorced.			
___142.r	The lines of authority are blurred since the divorce.			
___143.r	My children take advantage of me because there is no man around.			

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___144. We go out alone in our family.
- ___145.r I feel like a social outcast .
- ___146.r I find it difficult to find support as a single parent emotionally and financially.
- ___147.r I am a strong person.
- ___148. I usually wait for things to happen to me.
- ___149. I like who I am.
- ___150.r I am more of a disciplinarian since my husband left.
- ___151. I am able to make decisions and stick with them.
- ___152. I can be effective in making changes.
- ___153. My friends consider me odd because I don't have a husband.
- ___154. I do not want to remarry.
- ___156.r I have difficulty establishing stable relationships with men.
- ___157.r I have a hard time keeping my friends both male/female.
- ___158. I find it easier to keep my female friends.
- ___159. If my husband was around he would protect me.
- ___160.r My husband is a powerful man.
- ___161. I am deliberate and not impulsive.
- ___162. I believe that I am creative.
- ___163. I am a supportive and nurturing parent.
- ___164. I am a more punitive and restrictive parent than liberal.
- ___165.r I am impulsive and self indulgent.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___166. I am a significant person to my family.
- ___167. I am a valued member of my community.
- ___168. I see education and/or job training as a major means of achieving my goals in life.
- ___169. I am considered a leader among my friends.
- ___170. I see myself primarily as a career woman in the future.
- ___171. I believe in obeying the rules of games.
- ___172.r Although I love my children, if I had to do it over I would not have them.
- ___173.r A woman cannot or should not raise children without a father.
- ___174. I like the way I generally handle most situations.
- ___175.r We fight a lot at home.
- ___176. We think things out ourselves in our family.
- ___177. I feel that it is important to be the best at whatever I do.
- ___178. We are supportive of each other at home.
- ___179.r We tend to keep our feelings to ourselves at home.
- ___180.r Since my husband left I have not been the same.
- ___181.r If I had been a good wife my husband would not have left.
- ___182.r I have not been able to concentrate on my family and or job since my husband left.

APPENDIX E

CODING FOR SCALES OF MOTHERS

- I. HF Home and Family. Statement Numbers, 3, 8, 9, 21, 35, 36, 37, 38, 42, 44, 49, 54, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 70, 71, 72, 78, 81, 82, 86, 87, 89, 90, 91, 92, 93, 94, 97, 110, 111, 116, 117, 118, 120, 121, 122, 132, 134, 135, 136, 138, 140, 141, 142, 143, 144, 146, 150, 163, 164, 166, 167, 172, 173, 174, 175, 176, 178, 179, 180, 182.
- Final Reliability, .91
Total Number of Items = 48
- II. ID Inner Development. 3, 10, 12, 18, 19, 20, 25, 26, 27, 29, 30, 31, 33, 34, 36, 37, 39, 40, 41, 42, 44, 45, 46, 47, 49, 50, 67, 91, 95, 97, 98, 99, 110, 112, 113, 114, 117, 118, 119, 124, 129, 131, 133, 134, 135, 136, 137, 138, 139, 140, 142, 143, 145, 147, 148, 151, 152, 153, 158, 159, 161, 162, 163, 165, 166, 168, 170, 171, 173, 174, 177, 181, 182.
- Final Reliability, .92
Total Number of Items = 58
- III. RPD Romance and Psychosexual Development. 1, 13, 20, 22, 27, 38, 39, 41, 42, 47, 48, 51, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 73, 76, 77, 78, 79, 80, 82, 83, 84, 85, 88, 99, 100, 101, 102, 103, 104, 105, 107, 108, 110, 111, 114, 115, 116, 118, 123, 125, 126, 127, 128, 129, 130, 131, 132, 133, 137, 153, 154, 156, 157, 158, 159, 160, 162, 165, 173, 180, 181.
- Final Reliability, .89
Total Number of Items = 45
- IV. ED Ego Development. 4, 10, 22, 25, 26, 29, 31, 33, 34, 35, 36, 40, 44, 45, 46, 91, 95, 97, 98, 110, 117, 118, 124, 135, 136, 147, 150, 151, 152, 161, 166, 168, 169, 170, 174, 177, 182.
- Final Reliability, .91
Total Number of Items = 36

MFR Male/Female Relationships. 11, 14, 15, 18, 20,
32, 38, 41, 42, 43, 47, 48, 50, 51, 53, 54, 59, 60, 61,
62, 64, 65, 66, 68, 69, 70, 71, 72, 74, 76, 77, 78, 79,
80, 82, 83, 84, 85, 87, 88, 90, 93, 95, 96, 99, 100,
101, 104, 105, 107, 108, 109, 112, 113, 114, 116, 117,
118, 119, 121, 122, 123, 126, 127, 128, 129, 130, 131,
133, 134, 137, 138, 139, 143, 153, 156, 157, 158, 159,
160, 162, 163, 164, 165, 172, 175, 178, 179, 180, 181,
182,

Final Reliability, .87
Total Number of Items = 62

VI. SE School and Education. 45, 168,
DELETED.

VII. SCR Social and Community Relations. 42, 48, 53, 68,
78, 89, 107, 109, 110, 141, 144, 145, 168, 171.
DELETED.

VIII. ES Economic Sufficiency. 3, 5, 6, 21, 29, 30, 34, 40,
44, 45, 49, 91, 92, 97, 111, 138, 147, 166, 168, 170, 182.
DELETED.

IX. SA Self Actualization. 10, 24, 26, 29, 30, 31, 32, 34,
36, 40, 44, 46, 67, 91, 96, 117, 118, 124, 135, 147, 148,
151, 152, 161, 166, 168, 170, 177, 182.

Final Reliability, .88
Total Number of Items = 25

X. SNI Self Concept and Narcissistic Injury. 1, 2, 3, 7,
16, 17, 18, 19, 20, 21, 23, 32, 33, 35, 37, 38, 46, 50,
52, 53, 58, 66, 67, 68, 69, 72, 78, 83, 95, 96, 97, 99,
104, 107, 109, 114, 116, 117, 119, 125, 129, 134, 137,
138, 140, 145, 146, 147, 149, 153, 159, 163, 167, 171, 173.

Final Reliability, .87
Total Number of Items = 37

XI. PM Perception of Men. 11, 15, 38, 50, 52, 54, 67, 70,
71, 76, 90, 99, 101, 102, 104, 105, 112, 114, 126, 127,
128, 129, 136, 137, 138, 139, 142, 143, 160, 173.

Final Reliability, .74
Total Number of Items = 19

- XII. IFF Involvement with a Fantasy Father Image. 2, 12, 13, 56, 57, 61, 62, 63, 64, 65, 66, 67, 68, 69, 87, 99, 104, 106, 108, 110, 115, 118, 119, 133, 159, 160.

Final Reliability, .91
Total Number of Items = 17

- XIII. AP Activity/Passivity-Domination/Submissiveness. 6, 17, 18, 22, 23, 24, 26, 27, 28, 32, 33, 68, 69, 79, 80, 85, 98, 99, 102, 103, 106, 107, 113, 117, 119, 121, 122, 124, 131, 134, 135, 136, 137, 142, 146, 147, 152, 159, 160, 161, 162, 163, 165, 171, 173, 177, 181, 182.

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Final Reliability, .85
Total Number of Items = .33

- XIV. MDR Mother-Daughter Relationship. 8, 9, 19, 58, 78, 82, 89, 90, 93, 95, 96, 117, 120, 123, 143, 150, 163, 172, 175, 176, 178.

Final Reliability, .83
Total Number of Items = 18

- XV. SRC Self Reliance and Competency. 1, 2, 3, 4, 5, 6, 19, 20, 22, 24, 25, 26, 31, 33, 34, 36, 38, 40, 42, 44, 45, 46, 48, 49, 50, 59, 66, 67, 68, 72, 87, 89, 91, 92, 97, 98, 99, 104, 107, 111, 117, 118, 119, 122, 124, 130, 134, 135, 138, 141, 142, 143, 144, 145, 146, 147, 148, 150, 154, 159, 161, 163, 166, 167, 169, 173, 174, 177, 180, 181, 182.

Final Reliability, .92
Total Number of Items = 47

Total number of scales = 12 in final analysis.
Average = .87
Range = .74 - .92

APPENDIX F

CODING FOR SCALES OF ADOLESCENT DAUGHTERS

- I. HF Home and Family. 49, 57, 70, 19, 20, 31, 34, 20, 43, 45, 49, 57, 70, 71, 72, 75, 76, 85, 86, 90, 91, 92, 93, 95, 96, 97, 98, 101, 103, 104, 105, 107, 109, 110, 112, 113, 114, 115, 116, 117, 120, 123, 132, 140, 141, 143, 144, 145, 146, 148, 151, 152, 154, 155, 156, 157, 158, 160, 161, 162, 163, 164, 165, 167, 173, 175, 176, 178, 179, 181.

Final Reliability .88
Total Number of Items = 54

- II. ID Inner Development. 1, 2, 3, 4, 6, 9, 11, 12, 14, 15, 16, 17, 18, 30, 32, 33, 35, 36, 37, 38, 40, 43, 46, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 78, 80, 83, 95, 98, 102, 106, 107, 109, 110, 111, 112, 113, 118, 119, 122, 123, 124, 125, 126, 127, 129, 130, 133, 137, 146, 147, 148, 149, 153, 155, 163, 166, 168, 169, 170, 171, 172, 174, 176, 177, 179, 180.

Final Reliability .96
Total Number of Items = 76

- III. RPD Romance and Psychosexual Development. 2, 7, 8, 9, 10, 12, 36, 41, 46, 47, 48, 61, 70, 71, 72, 73, 77, 78, 81, 82, 84, 86, 89, 91, 92, 94, 95, 96, 99, 100, 109, 111, 117, 122, 123, 124, 128, 129, 131, 132, 133, 134, 135, 136, 137, 138, 143, 145, 146, 149, 151, 171, 173.

Final Reliability .89
Total Number of Items = 48

- IV. ED Ego Development. 4, 6, 13, 14, 15, 16, 30, 32, 33, 35, 38, 51, 52, 53, 54, 55, 58, 60, 63, 64, 65, 67, 112, 118, 125, 130, 155, 166, 168, 170, 174, 176, 177.

Final Reliability .94
Total Number of Items = 32

- V. MFR Male/Female Relationships. 3, 4, 7, 8, 10, 11, 17, 18, 34, 36, 41, 44, 45, 47, 49, 61, 70, 71, 72, 73, 76, 77, 78, 80, 81, 82, 83, 84, 89, 91, 92, 93, 95, 97, 99, 100, 101, 102, 103, 106, 108, 110, 111, 113, 114, 115, 117, 119, 120, 123, 124, 128, 129, 131, 132, 133, 134, 135, 136, 137, 138, 142, 143, 146, 149, 153, 154, 162, 171.
- Final Reliability, .91
Total Number of Items = 60
- VI. SE School and Education. 13, 38, 43, 58, 118, 155, 167, 169, 170, 172, 174, 177, 181.
- Final Reliability, .86
Total Number of Items = 13
- VII. SCR Social and Community Relations. 7, 13, 17, 20, 30, 31, 34, 43, 44, 49, 59, 67, 68, 69, 73, 75, 90, 91, 95, 101, 116, 118, 120, 122, 123, 124, 151, 152, 154, 156, 157, 158, 160, 161, 163, 166, 167, 168, 169, 172, 174, 175, 181.
- Final Reliability, .90
Total Number of Items = 36
- VIII. ES Economic Sufficiency. 52, 65, 69, 73, 87, 88, 90, 122, 155, 157, 161, 168, 170.
DELETED
- IX. SA Self Actualization. 6, 13, 14, 39, 43, 51, 52, 53, 54, 58, 60, 63, 64, 65, 69, 76, 118, 126, 127, 130, 155, 169, 174, 177.
- Final Reliability, .92
Total Number of Items = 24
- X. SNI Self Concept and Narcissistic Injury. 1, 2, 3, 33, 36, 37, 40, 46, 47, 51, 52, 53, 63, 67, 68, 69, 78, 79, 85, 95, 97, 102, 104, 105, 106, 109, 110, 111, 113, 119, 120, 122, 125, 126, 137, 139, 140, 142, 143, 144, 145, 146, 147, 148, 149, 152, 159, 179, 180.
- Final Reliability, .88
Total Number of Items = 37
- XI. PM Perception of Men. 7, 12, 71, 75, 77, 81, 82, 93, 94, 99, 100, 134, 136, 143, 153.
- Final Reliability, .88
Total Number of Items = 14

- XII. IFF Involvement with a Fantasy Father Image. 85, 86, 89, 90, 94, 96, 98, 101, 104, 106, 107, 108, 109, 110, 111, 113, 114, 121, 122, 128, 129, 133, 139, 140, 141, 142, 143, 144, 151, 154, 181.

Final Reliability, .90
Total Number of Items = 25

- XIII. SD Submissiveness/Domination 4, 6, 16, 47, 48, 50, 52, 53, 56, 58, 59, 60, 64, 6, 5, 66, 69, 80, 81, 83, 84, 93, 109, 119, 130, 137, 143, 155, 162, 170, 171, 173, 174, 177.

Final Reliability, .91
Total Number of Items = 31

- XIV. MDR Mother-Daughter Relationship. 5, 9, 10, 11, 19, 31, 34, 42, 45, 71, 72, 103, 108, 112, 114, 116, 124, 131, 142, 144, 145, 150, 151, 152, 156, 157, 158, 159, 160, 162, 163, 164, 165, 166, 175, 178.

Final Reliability, .89
Total Number of Items = 28

- XV. SRC Self Reliance and Competency. 3, 6, 7, 13, 14, 16, 18, 20, 30, 32, 35, 38, 39, 43, 52, 53, 54, 58, 60, 63, 64, 69, 73, 76, 77, 79, 80, 86, 87, 88, 90, 91, 102, 104, 105, 106, 107, 109, 110, 112, 113, 114, 120, 121, 122, 126, 127, 130, 137, 141, 147, 148, 154, 155, 157, 161, 166, 168, 169, 170, 173, 176, 177, 178, 179, 180.

Final Reliability, .92
Total Number of Items = 55

- XVI. PD Paternal Deprivation. 41, 70, 74, 75, 76, 77, 85, 86, 88, 90, 91, 95, 98, 108, 112, 114, 116, 120, 121, 122, 125, 129, 133, 134, 135, 141, 142, 144, 150, 154, 157, 173, 179, 180.

Final Reliability, .84
Total Number of Items = 27

- XVII. DAA Depression/Anxiety/Anger. 15, 17, 20, 33, 34, 36, 40, 45, 47, 56, 61, 69, 75, 78, 85, 86, 87, 88, 90, 92, 95, 96, 97, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 120, 121, 122, 125, 126, 127, 128, 131, 133, 134, 135, 137, 139, 140, 141, 143, 144, 245, 146, 147, 149, 150, 152, 157, 158, 161, 163, 164, 165, 175, 176, 178, 179, 180.

Final Reliability, .90
Total Number of Items = Total Number of Items = 57

- XVIII. MGC Morality-Guilt-Conscience. 32, 35, 37, 64, 66, 100, 131, 140, 144, 145, 146, 150, 180.
DELETED

Total number of scales = 16 in final analysis.
Average = .89
Range = .80 - .96

Title of Scale Number 13 changed from Activity/Passivity,
to Submissiveness/Domination.

APPENDIX G

ORIGINAL QUESTIONNAIRE FOR ADOLESCENT GIRLS
FROM INTACT FAMILIES

MICKAELLA MORETA
CITY UNIVERSITY OF NEW YORK

PLEASE PRINT

Name _____ Age _____

Address _____ Telephone No. (____) _____

Marital Status _____

When you were a child, was
your mother: Divorced (____),
Widowed (____), Deserted (____),
Never married (____), Married
(____). How old were you when
divorced? _____ What year? _____
How old was your
daughter? _____

How many siblings in Family _____

Education Highest Grade _____ Employment _____

Yearly Salary _____ Other Financial Support:
Source _____ Amount _____

Religion _____

Ethnic Group - White (____)
Hispanic (____)
Black (____)
Indian (____)
Oriental (____)
Country of Origin _____

Directions

On the next pages, you will find a list of statements about feelings. Please put the appropriate number next to each statement. Be sure to mark all sentences. There are no right or wrong answers. Take as much time as you need.

For the following question, use the scale as a guide in answering:

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___1. I functioned better when my husband was around.
- ___2. My husband was always able to get things done.
- ___3. I feel unable to take charge of my family.
- ___4. I have difficulty disciplining my children.
- ___5. I cannot financially support my family.
- ___6. If my husband was around it would be easier to support my family.
- ___7. I have been angry since my husband left.
- ___8. I often take my anger out on my children.
- ___9. My daughter and I have a very close relationship.
- ___10. I often find it difficult to make decisions.
- ___11. I don't like men.
- ___12. I long for my husband to return.
- ___13. I often wish my husband was back (If divorced) or alive if (widowed).
- ___14. Men don't like women.
- ___15. Men are not nurturant of women.
- ___16. I don't think I am beautiful or attractive.
- ___17. I think I am feminine.
- ___18. I think I am more masculine than feminine.
- ___19. I feel less of a woman since my husband left.
- ___20. I no longer consider myself a wife.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
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24.				
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32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___42. I envy other women who have husbands or have stable relationships.
- ___43. It is easy for me to get jealous.
- ___44. I have difficulty finding work. (If unemployed)
- ___45. I fear loosing my job because I am unskilled. (If employed)
- ___46. I have a problem with self esteem.
- ___47. I like being a woman.
- ___48. I easily make friends.
- ___49. I think things are better now than when my husband was around.
- ___50. I did not like being married and feel better now that I am on my own.
- ___51. I felt oppressed by husband.
- ___52. My husband never understood me.
- ___53. I am able to find support amongst my friends.
- ___54. I feel my children are better off without having a father around.
- ___55. I often dream about my husband.
- ___56. I often talk about my husband to my children.
- ___57. My children remind me of husband.
- ___58. I often blame my children for the loss of my children.
- ___59. We are not a family since my husband left (or died if widowed).
- ___60. I often feel that my husband is around the house.
- ___61. My husband is large part of my mental life.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___62. I often reminisce about the times my husband and I had together.
- ___63. I often call my husband (If divorced), I make frequent trips to the cemetery.
- ___64. I encourage my children to think about their father to keep his presence and memory alive.
- ___65. I try to raise my children in a way that my husband would approve of.
- ___66. I often wish my husband was around to help me raise my children.
- ___67. I feel damaged since the loss of my husband.
- ___68. I don't feel my children are whole since they did not have a father.
- ___69. I feel my daughter is less feminine by not having a father around.
- ___70. My daughter and I share the same ideas of men.
- ___71. I feel I have strongly affected my daughter's views of men.
- ___72. I am concerned that my daughter will not like men.
- ___73. Men have let me down.
- ___74. My father was unreliable.
- ___75. I feel that my father loved me.
- ___76. My husband might not have left if we had a son.
- ___77. I am concerned that my daughter will not be liked by men.
- ___78. My daughter has difficulty making and keeping male friends.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___79. I feel my daughter is too masculine.
- ___80. I feel my daughter is too feminine.
- ___81. When my daughter was a child she often slept in my bed.
- ___82. My daughter and I still share the same bed.
- ___83. I no longer wish to be in a relationship with man.
- ___84. I have more male friends than female friends.
- ___85. I have more female friends than male friends.
- ___86. I don't feel I can bring male friends around the house.
- ___87. I am still my husband's wife to my children.
- ___88. I believe some men can be reliable and caring.
- ___89. My daughter and I can have fun together.
- ___90. My daughter and I like the same male movie stars.
- ___91. I am concerned about the future but usually believe things will work out.
- ___92. I like my home.
- ___93. I feel comfortable speaking to my daughter about most things.
- ___94. I am not threatened by my daughter.
- ___95. I think my daughter will grow up to be like me and will have my best qualities.
- ___96. I wish my daughter was different.
- ___97. I am a success.
- ___98. Men are better providers than women.
- ___99. Women need to be protected by men.
- ___100. Men can be loving and giving.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___101. Men understand women.
- ___102. Women understand men.
- ___103. Men are supportive of women.
- ___104. No man can replace my husband.
- ___105. No man can replace my father.
- ___106. Men never let women down.
- ___107. I believe my daughter will be able to function without a man.
- ___108. My husband loved me as nobody else can.
- ___109. My friends look down because I don't have a husband.
- ___110. I would get more respect if my husband was around.
- ___111. I think things would be much better if my husband was around.
- ___112. Men always want to get their own way.
- ___113. Women usually get their way.
- ___114. If my husband loved me he would not have left.
- ___115. I often fantasize about my husband.
- ___116. Sex is a problem.
- ___117. If my husband was around my children would respect me more.
- ___118. If my husband was around my children would love me more.
- ___119. I will never become the woman I could have been without a husband.
- ___120. My daughter is too dependent on me.
- ___121. My daughter is too affectionate towards me.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___122. Having other males in the family (siblings, brothers, uncles) have helped me to better raise my daughter.
- ___123. I hope that my daughter does not end up like me.
- ___124. I can cope with most situations usually handled by men.
- ___125. I feel my husband was mean and betrayed me.
- ___126. In my relationship with men there is always something missind.
- ___127. Most men disappoint me.
- ___128. Men do not measure up to my ideas of what they should be.
- ___129. No man can make me feel fullfilled.
- ___130. I have been depressed since my divorced.
- ___131. A woman should not be without a man.
- ___132. I try hard to keep my husband's memory for the sake of my children.
- ___133. I still think of myself as his wife.
- ___134. I feel damaged since my divorce.
- ___135. I can take an active role in defining my life.
- ___136. It seems masculine to me to take charge of the family.
- ___137. My friends with husbands appear more feminine than I do.
- ___138. Not having a husband is a major loss in my life.
- ___139. I have definite ideas of what a "real" man should be.
- ___140. I often myself depressed and unavailable for my children.
- ___141. My fairly is isolated since the divorced.
- ___142. The lines of authority are blurred since the divorce.
- ___143. My children take advantage of me because there is no man

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

around.

- ___144. We go out alone in our family.
- ___145. I feel like a social outcast .
- ___146. I find it difficult to find support as a single parent emotionally and financially.
- ___147. I am a strong person.
- ___148. I usually wait for things to happen to me.
- ___149. I like who I am.
- ___150. I am more of a disciplinarian since my husband left.
- ___151. I am able to make decisions and stick with them.
- ___152. I can be effective in making changes.
- ___153. My friends consider me odd because I don't have a husband.
- ___154. I do not want to remarry.
- ___155. I have difficulty establishing stable relationships with men.
- ___157. I have a hard time keeping my friends both male/female.
- ___158. I find it easier to keep my female friends.
- ___159. If my husband was around he would protect me.
- ___160. My husband is a powerful man.
- ___161. I am deliberate and not impulsive.
- ___162. I believe that I am creative.
- ___163. I am a supportive and nurturing parent.
- ___164. I am a more punitive and restrictive parent than liberal.
- ___165. I am impulsive and self indulgent.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___166. I am a significant person to my family.
- ___167. I am a valued member of my community.
- ___168. I see education and/or job training as a major means of achieving my goals in life.
- ___169. I am considered a leader among my friends.
- ___170. I see myself primarily as a career woman in the future.
- ___171. I believe in obeying the rules of games.
- ___172. Although I love my children, if I had to do it over I would not have them.
- ___173. A woman cannot or should not raise children without a father.
- ___174. I like the way I generally handle most situations.
- ___175. We fight a lot at home.
- ___176. We think things out ourselves in our family.
- ___177. I feel that it is important to be the best at whatever I do.
- ___178. We are supportive of each other at home.
- ___179. We tend to keep our feelings to ourselves at home.
- ___180. Since my husband left I have not been the same.
- ___181. If I had been a good wife my husband would not have left.
- ___182. I have not been able to concentrate on my family and or job since my husband left.

APPENDIX H

ORIGINAL QUESTIONNAIRE FOR MOTHERS OF
INTACT FAMILIES

MICKAELLA MORETA
CITY UNIVERSITY OF NEW YORK

PLEASE PRINT

Name _____ Age _____

Address _____ Telephone No. (____) _____

Marital Status _____ Was your mother: Divorced
(____), Widowed (____), Deserted
(____), Never married (____),
Married (____) as a child?

Education Highest Grade _____ Employment _____

Yearly Salary _____ Other Financial Support:
Source _____ Amount _____

Religion _____

Ethnic Group - White (____)
Hispanic (____)
Black (____)
Indian (____)
Oriental (____)
Country of Origin _____

Directions

On the next pages, you will find a list of statements about feelings. Please put the appropriate number next to each statement. Be sure to mark all sentences. There are no right or wrong answers. Take as much time as you need.

For the following question, use the scale as a guide in answering:

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___1. I functioned better when my husband is around.
- ___2. My husband is always able to get things done.
- ___3. I feel unable to take charge of my family.
- ___4. I have difficulty disciplining my children.
- ___5. I cannot financially support my family alone.
- ___6. Because my husband is around it is easier to support my family.
- ___7. I feel edgy when my husband is not around.
- ___8. I often take my anger out on my children.
- ___9. My daughter and I have a very close relationship.
- ___10. I often find it difficult to make decisions.
- ___11. I don't like men.
- ___12. I often long for my husband to return home from work.
- ___13. I often wish my husband was back when he is away from home for significant periods of time (as on business trips).
- ___14. Men don't like women.
- ___15. Men are not nurturant of women.
- ___16. I don't think I am beautiful or attractive.
- ___17. I think I am feminine.
- ___18. I think I am more masculine than feminine.
- ___19. I feel less of a woman since my husband is absent.
- ___20. I consider myself a wife.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___21. My family functions less well when my husband is absent.
- ___22. I have to be a father and a mother to my children.
- ___23. I am submissive.
- ___24. I am an independent person.
- ___25. I think I have a strong personality and can be forceful when the need arises.
- ___26. I have leadership abilities and can take charge when necessary.
- ___27. I am gentle and kind .
- ___28. I am aggressive.
- ___29. I am self reliant and selfsufficient.
- ___30. I am a domineering person.
- ___31. I am usually able to take a stand and can stick to my decisions.
- ___32. I consider myself shy and yielding under most circumstances.
- ___33. I am inefficient.
- ___34. I never get things done.
- ___35. I am often depressed and moody.
- ___36. I am unsystematic and find it hard to organize things.
- ___37. I am happy most of the times.
- ___38. I would be happier if I had a more stable relationship with my husband.
- ___39. Most people find me likable and friendly.
- ___40. I am ambitious and competitive and feel that I can usually reach my goal.
- ___41. I feel threatened by other women.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___42. I envy other women who have stable relationships with their husband.
- ___43. It is easy for me to get jealous.
- ___44. I have difficulty finding work (If unemployed).
- ___45. I fear losing my job because I am unskilled (If employed).
- ___46. I have a problem with self esteem.
- ___47. I like being a woman.
- ___48. I easily make friends.
- ___49. I think things are usually better when my husband is around.
- ___50. I do not like being married and would feel better now if I was on my own.
- ___51. I feel oppressed by my husband.
- ___52. My husband never understands me.
- ___53. I am able to find support amongst my friends.
- ___54. I feel my children would be better off without having a father around.
- ___55. I often dream about my husband.
- ___56. I often talk about my husband to my children.
- ___57. My children remind me of husband.
- ___58. I often blame my children for friction that leads to feelings of separation from my husband.
- ___59. We are not a family when my husband is not around.
- ___60. I often feel that my husband is around the house.
- ___61. My husband is a large part of my mental life.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___62. I often reminisce about the times my husband and I had together.
- ___63. I often call my husband at work.
- ___64. I encourage my children to think about their father.
- ___65. I try to raise my children in a way that my husband would approve of.
- ___66. I wish my husband was around more often to help me raise my children.
- ___67. I feel lost when my husband my husband is absent.
- ___68. I don't feel my children would be whole if they did not have a father.
- ___69. I feel my daughter would be less feminine by not having a father around.
- ___70. My daughter and I share the same ideas of men.
- ___71. I feel I have strongly affected my daughter's views of men.
- ___72. I am concerned that my daughter will not like men.
- ___73. Men have let me down.
- ___74. My father was unreliable.
- ___75. I feel that my father loved me.
- ___76. My husband would not consider leaving since we have (if we had a son).
- ___77. I am concerned that my daughter will not be liked by men.
- ___78. My daughter has difficulty making and keeping male friends.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
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- ___79. I feel my daughter is too masculine.
- ___80. I feel my daughter is too feminine.
- ___81. When my daughter was a child she often slept in my bed.
- ___82. My daughter and I still share the same bed.
- ___83. I no longer wish to be in a relationship with a man.
- ___84. I have more male friends than female friends.
- ___85. I have more female friends than male friends.
- ___86. I don't feel I can bring male friends around the house.
- ___87. I am always my husband's wife to my children.
- ___88. I believe some men can be reliable and caring.
- ___89. My daughter and I can have fun together.
- ___90. My daughter and I like the same male movie stars.
- ___91. I am concerned about the future but usually believe things will work out.
- ___92. I like my home.
- ___93. I feel comfortable speaking to my daughter about most things.
- ___94. I am not threatened by my daughter.
- ___95. I think my daughter will grow up to be like me and will have my best qualities.
- ___96. I wish my daughter was different.
- ___97. I am a success.
- ___98. Men are better providers than women.
- ___99. Women need to be protected by men.
- ___100. Men can be loving and giving.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___101. Men understand women.
- ___102. Women understand men.
- ___103. Men are supportive of women.
- ___104. No man can replace my husband.
- ___105. No man can replace my father.
- ___106. Men never let women down.
- ___107. I believe my daughter will be able to function without a man.
- ___108. My husband loves me as nobody else can.
- ___109. My friends would down on me if I did not have a husband.
- ___110. I get more respect when my husband is around.
- ___111. I think things are much better when my husband is around.
- ___112. Men always want to get their own way.
- ___113. Women usually get their way.
- ___114. Because my husband loved me he will not leave me.
- ___115. I often fantasize about my husband.
- ___116. Sex is a problem.
- ___117. When my husband is around my children show more respect.
- ___118. When my husband is around my children are more affectionate towards me.
- ___119. I would never become the woman I could have been without a husband.
- ___120. My daughter is too dependent on me.
- ___121. My daughter is too affectionate towards me.

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	ALWAYS 5
___122.	Having other males in the family (siblings, brothers, uncles) have helped me to better raise my daughter.			
___123.	I hope that my daughter does not end up like me.			
___124.	I can cope with most situations usually handled by men.			
___125.	I feel my husband is mean and betrays me.			
___126.	In my relationship with men there is always something missind.			
___127.	Most men disappoint me.			
___128.	Men do not measure up to my ideas of what they should be.			
___129.	No man can make me feel fullfilled.			
___130.	I would be depressed if separated from my husband.			
___131.	A woman should not be without a man.			
___132.	I try hard to keep my husband involved in family life for the sake of my children.			
___133.	I always think of myself as his wife.			
___134.	I would feel damaged if divorced.			
___135.	I can take an active role in defining my life.			
___136.	It seems masculine to me to take charge of the family.			
___137.	My friends and I appear more feminine since we have husbands.			
___138.	Not having a husband would be a major loss in my life.			
___139.	I have definite ideas of what a "real" man should be.			
___140.	I offer myself depressed and unavailable for my children.			
___141.	My family would be isolated with divorce.			
___142.	The lines of authority would be blurred without my husband around.			
___143.	My children would take advantage of me if there was no man around.			

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___144. We go out alone in our family.
- ___145. I feel like a social outcast.
- ___146. I would find it difficult to find support as a single parent emotionally and financially.
- ___147. I am a strong person.
- ___148. I usually wait for things to happen to me.
- ___149. I like who I am.
- ___150. I am more of a disciplinarian when my husband is not around.
- ___151. I am able to make decisions and stick with them.
- ___152. I can be effective in making changes.
- ___153. My friends would consider me odd if I didn't have a husband.
- ___154. I would do not want to remarry.
- ___156. I have difficulty establishing stable relationships with men.
- ___157. I have a hard time keeping my friends both male/female.
- ___158. I find it easier to keep my female friends.
- ___159. I feel more protected when my husband is around.
- ___160. My husband is a powerful man.
- ___161. I am deliberate and not impulsive.
- ___162. I believe that I am creative.
- ___163. I am a supportive and nurturing parent.
- ___164. I am a more punitive and restrictive parent than liberal.
- ___165. I am impulsive and self indulgent.

NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5

- ___166. I am a significant person to my family.
- ___167. I am a valued member of my community.
- ___168. I see education and/or job training as a major means of achieving my goals in life.
- ___169. I am considered a leader among my friends.
- ___170. I see myself primarily as a career woman in the future.
- ___171. I believe in obeying the rules of games.
- ___172. Although I love my children, if I had to do it over I would not have them.
- ___173. A woman cannot or should not raise children without a father.
- ___174. I like the way I generally handle most situations.
- ___175. We fight a lot at home.
- ___176. We think things out ourselves in our family.
- ___177. I feel that it is important to be the best at whatever I do.
- ___178. We are supportive of each other at home.
- ___179. We tend to keep our feelings to ourselves at home.
- ___180. if my husband left I would not be the same.
- ___181. If I am a good wife my husband will not leave.
- ___182. I would have difficulty concentrating on my family and or job if my husband left.

APPENDIX I

ORIGINAL QUESTIONNAIRE FOR ADOLESCENT GIRLS FROM
DIVORCED/WIDOWED FAMILIES

MICKAELLA MORETA
CITY UNIVERSITY OF NEW YORK

PLEASE PRINT

Name _____ Age _____

Address _____ Telephone No. (____) _____

School _____ Grade _____

Religion _____ How many brothers older than
you? _____
How many sisters older than
you? _____

List age _____ and sex _____ of siblings just older than you.

List age _____ and sex _____ of siblings just younger than
you.

Ethnic Group - White (____)
Hispanic (____)
Black (____)
Indian (____)
Oriental (____)
Country of Origin _____

Directions

On the next pages, you will find a list of statements about
feelings. Please put the appropriate number next to each
statement. Be sure to mark all sentences. There are no
right or wrong answers. Take as much time as you need.

**Questionnaire For Adolescent Girls From
Divorced/Widowed Families**

For the following questions, use the scale as a guide in answering:

	NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
	1	2	3	4 5

1. I am beautiful and I usually like what I see in the mirror.

2. There are few things about myself I'd change if I could.

3. I am considered attractive by most of my friends.

4. I usually can get dates when I want to.

5. My mother has always made me feel attractive, and her criticisms and advices have been helpful.

6. I don't wait for things to happen to me. I am capable of getting what I want.

7. I usually get along well with men.

8. I can easily confide in my male friends.

9. I usually get along well with women.

10. I can easily confide to my female friends.

11. I get along better with women than men.

12. I believe some men can be reliable and caring.

13. I am doing as well as I think I should with school work and know fairly well where I want to be in life.

14. I adapt well to situation and can be assertive and effective when I need to be.

15. I am usually cheerful and happy.

16. I can make up my mind without too much trouble.

17. I am a lot of fun to be with.

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	4
			5

- _____ 18. I am popular with kids my own age.
- _____ 19. My mother usually considers my feelings in making decisions which affect me.
- _____ 20. I don't easily get upset at home and usually want to be there when things are not going well.
- _____ 30. I usually speak my mind if necessary.
- _____ 31. My mother and I have fun together.
- _____ 32. It is not often that people have to tell me what to do.
- _____ 33. I am not confused about myself and I understand my feelings most of the times.
- _____ 34. I get all the attention I want at home and I feel comfortable speaking to my mother.
- _____ 35. I can make up my mind and can usually stick to my decision if I think something is right.
- _____ 36. I really like being a girl.
- _____ 37. I don't often feel ashamed of myself.
- _____ 38. My teachers make me feel confident that I can do things well.
- _____ 39. I am concerned about the future but usually believe things will work out.
- _____ 40. I never wish that I was somebody else.
- _____ 41. I believe that my father loved my mother.
- _____ 42. I have my mother's best qualities.
- _____ 43. My mother always encourages me to achieve and do the best that I can.
- _____ 44. I find it easy to make friends and hold on to them.
- _____ 45. I feel my mother loves me.

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN	
1	2	3	4	5
_____	69. I am a success.			
_____	70. I think it is important for a woman to have a husband.			
_____	71. My mother and I like the same type of man.			
_____	72. My mother and I like the same type of male movie stars.			
_____	73. I believe men are important to have around.			
_____	74. Men are better providers than women.			
_____	75. Home is not whole without a man around.			
_____	76. Men are better at fixing things than women.			
_____	77. Women need to be protected by men.			
_____	78. I don't like men.			
_____	79. Men are stronger than women.			
_____	80. Men are more capable than women.			
_____	81. Men can be loving and giving.			
_____	82. Men understand women.			
_____	83. Women understand men.			
_____	84. Men are supportive of women.			
_____	85. If my father was around things would be better.			
_____	86. No man can replace my father.			
_____	87. If my father was around everything would be fine.			
_____	88. If my father was around he would protect and love me.			
_____	89. Men never let women down.			
_____	90. If my father was around we would not have to worry about money.			

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN	
1	2	3	4	5
_____	112. I cannot think of being without my mother.			
_____	113. I often wish that my father would come back.			
_____	114. I often wish my father were present to help me in my relationship with my mother.			
_____	115. As a child I often slept in my mother's bed.			
_____	116. My mother is more affectionate towards me than other mothers are with their daughters.			
_____	117. Having brothers and/or uncles in my life has helped me in my relationships with men.			
_____	118. I can take an active role in defining my life.			
_____	119. It seems masculine to be an active constructor of one's life.			
_____	120. I envy friends with fathers.			
_____	121. I often feel different from girls with fathers.			
_____	122. I feel a major loss in my life not having a father.			
_____	123. I feel less restricted than girls with fathers.			
_____	124. My mother would like me to become like her.			
_____	125. I don't feel damaged.			
_____	126. I don't have a problem with self esteem.			
_____	127. I like who I am.			
_____	128. If I had a father he could tell me what men like in women.			
_____	129. In my thoughts my father is very much part of me.			
_____	130. I can cope with situations usually handled by men.			
_____	131. I feel my mother betrays my father when she has relationships with other men.			

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	4
			5

- _____ 132. My mother taught me to seek and have positive relationships with men.
- _____ 133. In my relationships with men there's always something missing.
- _____ 134. Men do not measure up to my ideas of what they should be.
- _____ 135. Most men disappoint me.
- _____ 136. I have definitive ideas of what a "real" man is.
- _____ 137. I feel inhibited with men.
- _____ 138. I seek and feel comfortable with men.
- _____ 139. I often wonder why my father left me/died.
- _____ 140. I feel my father left/died because of me.
- _____ 141. My mother often talks about my father.
- _____ 142. My mother often tells me how much I am like my father.
- _____ 143. My mother often tells me the only way to be happy is to have a man.
- _____ 144. I feel my mother blames me for the loss of her husband.
- _____ 145. I feel that if I was not around it would be easier for my mother to find another man.
- _____ 146. I don't like being a girl.
- _____ 147. I don't really know who I am.
- _____ 148. I often feel depressed.
- _____ 149. There are many things about my body I don't like.
- _____ 150. I often feel my mother remains angry about my father and takes it out on me.
- _____ 151. My mother makes up for not having a husband by being very close to me.

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	5
152.	I often feel stifled by my relationship with my mother.		
153.	I don't see myself in a permanent relationship with a man.		
154.	Being a family means having a father around.		
155.	My mother encourages me to be independent.		
156.	My father has adapted well to divorce/death of my father.		
157.	Finances are a primary stress since the divorce.		
158.	My mother is often depressed and unavailable.		
159.	My family is fairly isolated.		
160.	We go out alone often in our family.		
161.	My mother is unable to take charge of the family.		
162.	My mother makes up for the loss of my father by being less strict with us.		
163.	I am a rebellious child.		
164.	I find my mother very restrictive.		
165.	My mother is supportive and sympathetic.		
166.	I am a significant person to my family.		
167.	I am a valued member of my community.		
168.	I see education and/or job training as a major means of achieving my goals in life.		
169.	I am considered a leader among my friends.		
170.	I see myself primarily as a career woman in the future.		
171.	I don't believe in having children.		
172.	I believe in obeying the rules of games.		

NEVER ALWAYS 1	RARELY 2	SOMETIMES 3	OFTEN 4	5

_____	173. A woman cannot or should not raise children without a father.			
_____	174. I like the way I generally handle most situations.			
_____	175. We fight a lot at home.			
_____	176. We think things out for ourselves in our family.			
_____	177. I feel it is important to be the best at whatever I do.			
_____	178. We are supportive of each other at home.			
_____	179. Since my father left/died I have not been the same.			
_____	180. If I had been a good girl my father would not have left/died.			
_____	181. I have not been able to concentrate on my school work since my father left/died.			
_____	182. I have not been able to concentrate on my school work since my father left/died.			

APPENDIX J

ORIGINAL QUESTIONNAIRE FOR DIVORCED
OR WIDOWED MOTHERS

MICKAELLA MORETA
CITY UNIVERSITY OF NEW YORK

PLEASE PRINT

Name _____ Age _____

Address _____ Telephone No. (____) _____

Marital Status _____ Was your mother: Divorced
(____), Widowed (____), Deserted
(____), Never married (____),
Married (____) as a child? How
old were you when divorced? ____
What year? ____ How old was
your daughter? ____

How many siblings in Family _____

Education Highest Grade _____ Employment _____

Yearly Salary _____ Other Financial Support:
Source _____ Amount _____

Religion _____

Ethnic Group - White (____)
Hispanic (____)
Black (____)
Indian (____)
Oriental (____)
Country of Origin _____

Directions

On the next pages, you will find a list of statements about feelings. Please put the appropriate number next to each statement. Be sure to mark all sentences. There are no right or wrong answers. Take as much time as you need.

Questionnaire for Divorced or Widowed Mothers

For the following questions, use the scale as a guide in answering:

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	4
			5

- _____ 1. I functioned better when my husband was around.
- _____ 2. My husband was always able to get things done.
- _____ 3. I feel unable to take charge of my family.
- _____ 4. I have difficulty disciplining my children.
- _____ 5. I cannot financially support my children.
- _____ 6. If my husband was around it would be easier to support my family.
- _____ 7. I have been angry since my husband left.
- _____ 8. I often take my anger out on my children.
- _____ 9. My daughter and I have a very close relationship.
- _____ 10. I often find it difficult to make decisions.
- _____ 11. I don't like men.
- _____ 12. I long for my husband to return.
- _____ 13. I often wish my husband was back (if divorced) or alive (if widowed).
- _____ 14. Men don't like women.
- _____ 15. Men are not nurturant of women.
- _____ 16. I don't think I am beautiful or attractive.
- _____ 17. I think I am feminine.
- _____ 18. I think I am more masculine than feminine.
- _____ 19. I feel less of a woman since my husband left.
- _____ 20. I no longer consider myself a wife.

NEVER ALWAYS 1	RARELY 2	SOMETIMES 3	OFTEN 4	5
_____	21. My family functions less well since my husband left.			
_____	22. I have to be a father and a mother to my children.			
_____	23. I am submissive.			
_____	24. I am an independent person.			
_____	25. I think I have a strong personality and can be forceful when the need arises.			
_____	26. I have leadership abilities and can take charge when necessary.			
_____	27. I am gentle and kind.			
_____	28. I am aggressive.			
_____	29. I am self reliant and self sufficient.			
_____	30. I am a domineering person.			
_____	31. I am usually able to take a stand and can stick to my decisions.			
_____	32. I consider myself shy and yielding under most circumstances.			
_____	33. I am inefficient.			
_____	34. I never get things done.			
_____	35. I am often depressed and moody.			
_____	36. I am unsystematic and find it hard to organize things.			
_____	37. I am happy most of the times.			
_____	38. I would be happier if I had a more stable relationship with a man.			
_____	39. Most people find me likeable and friendly.			
_____	40. I am ambitious and competitive and feel that I can usually reach my goal.			

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	4 5
_____	81. When my daughter was a child she often slept in my bed.		
_____	82. My daughter and I still share the same bed.		
_____	83. I no longer wish to be in a relationship with man.		
_____	84. I have more male friends than female friends.		
_____	85. I have more female friends than male friends.		
_____	86. I don't feel I can bring male friends around the house.		
_____	87. I am still my husband's wife to my children.		
_____	88. I believe some men can be reliable and caring.		
_____	89. My daughter and I can have fun together.		
_____	90. My daughter and I like the same male movie stars.		
_____	91. I am concerned about the future but usually believe things will work out.		
_____	92. I like my home.		
_____	93. I feel comfortable speaking to my daughter about most things.		
_____	94. I am not threatened by my daughter.		
_____	95. I think my daughter will grow up to be like me and will have my best qualities.		
_____	96. I wish my daughter was different.		
_____	97. I am a success.		
_____	98. Men are better providers than women.		
_____	99. Women need to be protected by men.		
_____	100. Men can be loving and giving.		
_____	101. Men understand women.		
_____	102. Women understand men.		

NEVER ALWAYS 1	RARELY 2	SOMETIMES 3	OFTEN 4	5
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- _____ 103. Men are supportive of women.
- _____ 104. No man can replace my husband.
- _____ 105. No man can replace my father.
- _____ 106. Men never let women down.
- _____ 107. I believe my daughter will be able to function without a man.
- _____ 108. My husband loved me as nobody else can.
- _____ 109. My friends look down because I don't have a husband.
- _____ 110. I would get more respect if my husband was around.
- _____ 111. I think things would be much better if my husband was around.
- _____ 112. Men always want to get their own way.
- _____ 113. Women usually get their way.
- _____ 114. If my husband loved me he would not have left.
- _____ 115. I often fantasize about my husband.
- _____ 116. Sex is a problem.
- _____ 117. If my husband was around my children would respect me more.
- _____ 118. If my husband was around my children would love me more.
- _____ 119. I will never become the woman I could have been without a husband.
- _____ 120. My daughter is too dependent on me.
- _____ 121. My daughter is too affectionate towards me.
- _____ 122. Having other males in the family (siblings, brothers, uncles) have helped me to better raise my daughter.

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	4

- _____ 123. I hope that my daughter does not end up like me.
- _____ 124. I can cope with most situations usually handled by men.
- _____ 125. I feel my husband was mean and betrayed me.
- _____ 126. In my relationship with men there is always something missing.
- _____ 127. Most men disappoint me.
- _____ 128. Men do not measure up to my ideas of what they should be.
- _____ 129. No man can make me feel fulfilled.
- _____ 130. I have been depressed since my divorce.
- _____ 131. A woman should not be without a man.
- _____ 132. I try hard to keep my husband's memory for the sake of my children.
- _____ 133. I still think of myself as his wife.
- _____ 134. I feel damaged since my divorce.
- _____ 135. I can take an active role in defining my life.
- _____ 136. It seems masculine to me to take charge of the family.
- _____ 137. My friends with husbands appear more feminine than I do.
- _____ 138. Not having a husband is a major loss in my life.
- _____ 139. I have definite ideas of what a "real" man should be.
- _____ 140. I often myself depressed and unavailable for my children.
- _____ 141. My fairly is isolated since the divorce.
- _____ 142. The lines of authority are blurred since the divorce.

NEVER ALWAYS 1	RARELY 2	SOMETIMES 3	OFTEN 4	5

143. My children take advantage of me because there is no man around.				

144. We go out alone in our family.				

145. I feel like a social outcast.				

146. I find it difficult to find support as a single parent emotionally and financially.				

147. I am a strong person.				

148. I usually wait for things to happen to me.				

149. I like who I am.				

150. I am more of a disciplinarian since my husband left.				

151. I am able to make decisions and stick with them.				

152. I can be effective in making changes.				

153. My friends consider me odd because I don't have a husband.				

154. I do not want to remarry.				

156. I have difficulty establishing stable relationships with men.				

157. I have a hard time keeping my friends both male/female.				

158. I find it easier to keep my female friends.				

159. If my husband was around he would protect me.				

160. My husband is a powerful man.				

161. I am deliberate and not impulsive.				

162. I believe that I am creative.				

163. I am a supportive and nurturing parent.				

164. I am a more punitive and restrictive parent than liberal.				

NEVER ALWAYS	RARELY	SOMETIMES	OFTEN
1	2	3	4
165. I am impulsive and self indulgent.			
166. I am a significant person to my family.			
167. I am a valued member of my community.			
168. I see education and/or job training as a major means of achieving my goals in life.			
169. I am considered a leader among my friends.			
170. I see myself primarily as a career woman in the future.			
171. I believe in obeying the rules of games.			
172. Although I love my children, if I had to do it over I would not have them.			
173. A woman cannot or should not raise children without a father.			
174. I like the way I generally handle most situations.			
175. We fight a lot at home.			
176. We think things out ourselves in our family.			
177. I feel that it is important to be the best at whatever I do.			
178. We are supportive of each other at home.			
179. We tend to keep our feelings to ourselves at home.			
180. Since my husband left I have not been the same.			
181. If I had been a good wife my husband would not have left.			
182. I have not been able to concentrate on my family and or job since my husband left.			

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