

NONCUSTODIAL FATHER INVOLVEMENT AND CHILD COMPETENCE FOLLOWING
DIVORCE: DOES CONSISTENCY MATTER?

by

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(Under the Direction of Lynda Henley Walters)

ABSTRACT

With the continued prevalence of divorce in society, many children spend time living apart from their fathers. As a result, scholars, policy makers, and practitioners have focused increased attention to the degree of noncustodial father involvement with children. While attention has been paid to the type and frequency of visits between fathers and children, little evidence has been presented on the consistency or predictability of visits. Consistency in the environment provides security for children, yet the level of consistency of contacts and visits between noncustodial fathers and children has been overlooked. This study investigated the association of consistency or predictability of the behavior of the noncustodial father in his relationship with his children with post divorce adjustment of the child. Data from 56 mother and child pairs were examined. In addition to assisting parents and children, findings also provide scholars with new areas of study worthy of further investigation.

INDEX WORDS: Divorce, Noncustodial Fathers, Father Child Relations, Children of Divorce, Consistency, Routines, Competence, Adjustment

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CHAPTER 1

INTRODUCTION

Over one million children each year experience the breakup of their parents' marriage and live in a home affected by the consequences of divorce (U.S. Bureau of the Census, 1992; U.S. National Center for Health Statistics, 1991). While it is estimated that 50% of marriages will end in divorce today (U.S. Bureau of the Census, 2002), the likelihood that children will have little or no contact with one of their parents during some period of their childhood has increased in recent decades due to the rise in both the number and percentage of marriages ending in divorce (Furstenberg, Nord, Peterson & Zill, 1983; Seltzer 1991; Seltzer & Bianchi, 1988). For instance, Furstenberg and Cherlin (1991) estimated that half of all children will spend some time before they become adults residing with a single parent as the result of divorce. With such a large percentage of children who are separated from one of their parents, it is important to know how this disassociation affects the relationship between the child and the noncustodial parent, and, perhaps more importantly, to know what circumstances are associated with positive post divorce adjustment.

For children, divorce has been associated with many negative outcomes including poor self-concept (Parish & Wigle, 1985), lower academic achievement (Hetherington, 1989), and increased behavior problems (McLanahan & Sandefur, 1994). However, it has also been suggested that the environment children are exposed to following divorce may mitigate these outcomes. For instance, a quality relationship between children and both their custodial and noncustodial parents, as well as less conflict between their parents, has been associated with positive adjustment for

children following divorce (Amato & Rezac, 1994; Brody & Forehand, 1990; Hetherington, Cox, & Cox, 1985).

As a result of a tendency to award physical custody to mothers, the majority of children live with their mothers following the divorce of their parents (Seltzer, 1990). In approximately 90% of cases of nonresidential parenthood, it is fathers who are living apart from their children (Furstenberg, 1990). Noncustodial parents often have limited contact with their children following the disruption of the marriage. In one nationally representative sample of children who had experienced marital disruption, half had not seen their fathers in the last year, and only one out of six children had at least weekly contact. Typically, the likelihood that children would see their noncustodial fathers was greater immediately following the divorce, but parental contact from these same fathers dropped off abruptly after the couples had been divorced for two or more years (Furstenberg & Nord, 1985; see also King 1994; Mott 1990; Seltzer & Brandreth, 1994).

Gender of child may also play a role in post divorce contact between fathers and children. Results of studies of effect of gender of child are mixed (Morgan, Lye, & Condran, 1988; Seltzer, 1991; Seltzer & Bianchi, 1988); however, the strongest evidence seems to support greatest contact between fathers and sons. Although it is possible that age of child interacts with gender to affect contact, that evidence is inconclusive (Seltzer, 1991; Seltzer & Bianchi, 1988).

As a result of the increasing number of fathers who are becoming disconnected from their children, researchers and policy makers have focused attention on this area in the last decade in an effort to raise the public's awareness about the importance of fathers in children's lives (Marsiglio, Amato, Day, & Lamb 2000). The most commonly studied aspect of the relationship between noncustodial fathers and their children has been the frequency of contact between father and child.

Many researchers have translated the frequency of contact into an indicator of the general quality of the relationship between the father and child (Amato & Gilbreth, 1999). Despite the amount of literature that has been focused on the frequency of contact between the noncustodial father and his children, little evidence has been presented on how consistent or predictable these visits are to the child and what impact the level of consistency may have on post divorce adjustment. In other words, I question whether a child's post divorce adjustment is influenced more positively by the frequency of noncustodial father visits or by the consistency or predictability of these visits regardless of the number. Presumably, predictability and consistency in the environment provides a sense of security for children so it is surprising that researchers have overlooked this simple variable. Although some parents establish routines for their children prior to divorce, it is after the break up of a marriage that children need predictability the most but may experience it the least. While maintaining regular routines provides children with a sense of security and stability (Guidubaldi, Cleminshaw, Nastasi, & Lightel, 1986; Henry & Lovelace, 1995), children often feel the intense impact of divorce when family routines and traditions are immediately disrupted (Pett, Lang, & Gander, 1992). This instability may possibly be seen most clearly in the relationship between the noncustodial father and his children. New routines must be established in order for the noncustodial father to see his children, and the noncustodial father often faces other social and work issues that may prohibit him from establishing consistent routines with his children.

Purpose

The purpose of this study was to investigate the association of the consistency or predictability of the behavior of the noncustodial father in his relationship with his children with post divorce adjustment of the child. The results should provide some guidance for assisting parents and

children in the establishment of new patterns of relationships. In addition, this research will provide insights that will be useful to both practitioners and policymakers.

Hypotheses

Stated in the null, hypotheses tested included the following:

1. When controlling for gender of child, there will be no relation between mother's perception of consistency of father's contact with child and mother's estimation of child's competence.

2. When controlling for gender of child, there will be no relation between mother's perception of consistency of father's contact with child and child's perception of competence.

CHAPTER 2

REVIEW OF LITERATURE

Data obtained from fathers suggest that fathers prefer greater involvement with their children, prefer to see their children more frequently, and prefer to see their children for longer periods of time than their scheduled visits (Arditti, 1992). However, the literature overwhelmingly indicates that noncustodial fathers are having limited contact with their children and contact decreases over time. Because mothers are often more aware of their children's activities and feelings, most investigators rely on reports from custodial mothers. Fathers' views of their relationships with their children often are not reported (Greif & Bailey, 1990). Nonetheless, given the greater awareness of these mothers with regard to their children's day to day lives, findings about the relationship between the noncustodial father and child based on mother's reports have been supported (Arditti & Madden-Derdich, 1997; Furstenberg, Morgan, & Allison, 1997; Furstenberg et al., 1983; Kruk, 1994; Seltzer & Brandreth, 1994). In addition, studies from the past decade suggest that the amount of time that noncustodial fathers spend with their children may not be as important as how they interact with their children (Marsiglio, Amato, Day, & Lamb 2000). This study is focused on the post divorce consistency of noncustodial fathers with their children; however, there are no studies of consistency to review. Contact with children is a prerequisite for consistency, unless consistency is defined as no contact. This review includes all of the major factors associated with the post divorce contact. This inclusive approach is taken to provide a better context for understanding post divorce consistency.

Predictors of Contact

Coparental Relationships

The most cited predictor of fathers' lack of engagement with their children is continuing conflict with former spouses. Nonresidential fathers tend to limit their contact with the former spouse in order to avoid conflict (Arditti & Keith, 1993; Dudley, 1991b; Loewen, 1988). These conflicts tend to stem from the type of divorce proceedings and negative comments made to the children about their father by the mother. Not only does the divorce proceeding increase the level of conflict that leads to the divorce, but the specific type of proceeding can also have an influence on the future conflict between the parents. Mediated divorces, involving cooperative resolution of issues and viewed as the least adversarial type of proceeding, were shown to result in less conflict over time between the former spouses than divorces settled through court litigated proceedings (Dudley, 1991b). It is generally believed that litigated proceedings tend to heighten the difficulties in relationships between divorcing parents and may result in less contact by fathers (Girdner, 1985; Koch & Lowery, 1985).

Interference with the father's visitation arrangement and negative comments made by the mother to her children about their father also have been cited as contributors to continuing conflict between former spouses. Dudley (1991a) reported that 75% of the 44 noncustodial fathers in his study viewed their former spouses as the primary barrier to being more involved with their children. This finding was supported by Kruk (1992) when he reported the main reason 90% of the 40 noncustodial fathers in his sample did not visit their children was due to the denial of access by the former spouse. The views of the mothers were not obtained in either study. These fathers indicated the relationships with their children were affected by the former

spouse both directly by interfering with the visitation arrangements, and indirectly, by making negative comments to the children that consequently affected their attitudes about visitation.

Custody

In most cases, children of divorced parents reside with the mother due in part to society's emphasis on maternal care. In the past, custody had not been contested by the father in 90% of cases. In the cases that were contested, fathers were rarely granted custody unless the mother was found to be grossly unfit (Jacobs, 1982). However, more recently, a shift in custody arrangements has been seen. Changes in societal attitudes have led to more shared legal and physical custody of children (Coltrane & Hickman, 1992). However, even with these changing attitudes, custody still was not contested in 80% of cases (Maccoby & Mnookin, 1992).

Fathers who do obtain joint custody of their children have been found to be more engaged with their children than fathers whose former spouse is awarded sole custody (Arditti, 1992; Grief & Simring, 1982; Seltzer, 1991). Children's more frequent contact with their fathers has generally been viewed as a positive outcome associated with joint legal custody (Gunnoe & Braver, 2001).

Characteristics of Noncustodial Fathers

Both the educational attainment and socioeconomic status of the father have emerged in the literature as predictors of fathers' decision to remain active in their children's lives. More highly educated fathers have been found to be more likely to conform to societal expectations which emphasize the importance of parents maintaining close ties with their biological children (Seltzer, 1991; Seltzer & Bianchi, 1988). One reason given for the positive effect of education is the increased likelihood that fathers have been introduced to emerging perspectives on

fatherhood that assert fathers should be capable of fulfilling parental roles often thought of as feminine (Fein, 1978; Mason & Lu, 1988).

Noncustodial fathers with a higher socioeconomic status are also more likely to remain engaged with their children over time. Many of the activities that fathers and their children engage in after divorce tend to be more social than instrumental (Furstenberg & Nord, 1985; Hetherington 1993). Because many of these activities are expensive, a sufficient income is necessary to ensure that fathers have frequent contact with their children.

The ability to pay child support also is a critical factor affected by the socioeconomic status of the father. A father's economic stability is highly related to the payment of child support which in turn is highly correlated with more frequent contact and better visitation quality between the noncustodial father and his children (Arditti & Keith, 1993; Furstenberg et al., 1983; Seltzer & Bianchi, 1988).

Remarriage

The remarriage of the noncustodial father and the parenting responsibilities within the new family are common to fathers after divorce and may affect the frequency of involvement with their children from prior marriages (Furstenberg, 1995; Furstenberg & Cherlin, 1991; Furstenberg et al., 1983). Research indicates that at least 40% of noncustodial fathers remarry, going on to raise stepchildren or biological children with the new spouse (Sorenson, 1996). When noncustodial fathers remarry, contact with their children is likely to decrease as the result of the marital relationship imposing time constraints and additional responsibilities that may interfere with the contact pattern between the father and his children. Children may also help meet the emotional needs of the noncustodial father after divorce, but the addition of a new wife

may eventually fulfill this need. Therefore, the contact between the father and his children that once was considered an emotional profit by the father may no longer be as essential as it was during the initial period after divorce (McKinnon & Wallerstein, 1986; Stephens, 1996).

Situational Constraints

The geographic distance and the amount of time since the divorce are also important influences on the noncustodial father's decision to remain involved in his children's lives. Fathers who live closer to their children obviously have greater opportunity to remain engaged in their children's lives than do fathers who live farther away (Furstenberg et al., 1983; Seltzer, 1991). Much of this is due in part to both the time and cost factors of remaining engaged with a child who lives farther away (Arditti & Keith, 1993).

In addition, the amount of time that has passed since the divorce has a negative impact on the relationship between the noncustodial father and his children. As the years pass from the time of divorce, noncustodial fathers and their children experience more obstacles that limit their contact. Increased time between visits results in fewer experiences that can be shared. Contact between the noncustodial father and his children has been found to drop off dramatically approximately two years after the divorce (Furstenberg & Nord, 1985; Furstenberg et al., 1983; Seltzer, 1991; Seltzer & Bianchi, 1988).

Contact and Emotional Stability

Although several researchers have reported that instability in children's lives and environment is inversely related to their adjustment (Guidubaldi, Perry, & Nastasi, 1987; Stolberg, Camplair, Currier, & Wells, 1987), Arendell (1992) found through interviews with noncustodial fathers that most fathers either did not try to establish a routine of family life or

were unable to achieve it when their children were with them. The time spent together was defined as a “visit.” Fathers sought primarily to entertain their children, continuing former family recreational activities or exploring new ones together. Other research also supports the claim that fathers typically engage in social and recreational activities with their children rather than participating in their children’s day to day routine (Furstenberg & Nord, 1985; Hetherington, 1993). As a result, the noncustodial father begins to feel, and is viewed by others, as though he serves the role of a playmate rather than the role of a parental authority figure.

These feelings of loss of influence over their children, isolation or exclusion from their children’s lives, or confusion over the redefined role of father have all been found to influence the emotional stability of the noncustodial father. McKenry, Price, Fine, and Serovich (1991) found that greater satisfaction with parenting and greater perceived influence in children’s lives was related to more physical involvement of noncustodial fathers with children. Fathers also tend to disengage from their children if they begin to feel purposefully left out or uninformed about what is happening in their children’s lives. An earlier study by Goldsmith (1980) found that fathers frequently complained of being excluded from the family or uninformed about their children’s lives. This exclusion lead to a feeling of gradual dismissal of the father from the child’s life. A noncustodial father therefore often views his role as ambiguous, and there is evidence in recent studies that relate this perception to the level of involvement of the father (McKenry et al., 1991). Role clarity appears partially to be a function of involvement or, conversely, a reason for noninvolvement.

Contact Prior to Divorce

The involvement of the father with his children prior to the divorce has also been shown to correlate with the post divorce contact between the noncustodial father and his children. However, two theories on this issue have emerged in the literature. Lewis, Maska, and Papacosta (1997) found the post divorce relationship between the noncustodial father and his children matched the pre-divorce contact. This is consistent with the continuity hypothesis. This hypothesis asserts that fathers who are very much involved in their children's lives during marriage form strong emotional bonds that they actively seek to maintain after separation. In the same sense it is easy to imagine that fathers who are not actively involved parents during the marriage will continue to be disengaged post-divorce. However, a second explanation for the involvement of the noncustodial father after divorce has been recognized. The discontinuity hypothesis states that fathers who have been highly involved in their children's lives are more likely to become disengaged following divorce due to the pain of separation from their children. According to Kruk (1993, 1994), fathers who are highly attached to their children may experience great emotional distress as the result of the perceived loss of their children and the inability to construct a new role as a noncustodial father. In the same studies, Kruk also found fathers who are much less attached to and involved with their children prior to the divorce are more likely to remain engaged with their children following the divorce since the visiting relationship may actually enhance their relationship with their children.

Characteristics of Children

The last two notable influences emerging in the literature that contribute to a noncustodial father's continued involvement with his children are the age and the sex of the

child. Many researchers have examined these variables, but the findings are inconsistent. For example, in an early study, Wallerstein and Kelly (1980) found that younger children tended to see their fathers the most and that boys had more frequent contact than girls. However, after eighteen months, this pattern of contact was no longer evident. Over time, contact with children decreases regardless of age of child. Other researchers have reported no relation between characteristics of the children and contact with the noncustodial father (Furstenberg et al., 1983; Koch & Lowery, 1984).

However, several more recent studies have found a relation between age and sex and post divorce contact. Seltzer and Bianchi (1988) found that the older a child was at the time of divorce, the more likely fathers were to maintain frequent contact with the child. This finding indicates that as the age of children at the time of separation increases, fathers had more post divorce contact with them. Perhaps, (a) because these fathers have spent more time living with their children compared to fathers of younger children or (b) because these children are better able to communicate, these fathers had a better opportunity to become more invested in their children. However, Stephens (1996) found that fathers were more likely to have weekly contact with young children than were fathers of school-age children. Perhaps, due to a belief that children who have not yet entered primary school need more daily care and nurturance or because children at this age have not yet made many friends or begun to participate in activities with friends, these fathers spent more time with their children than fathers whose children were a part of a structured school environment.

With regard to the sex of the child, Morgan, Lye, and Condran (1988) found that fathers were more attached to and felt greater obligations toward their marriages if they had sons. These

fathers were also more involved in parenting. This suggests that, if fathers feel more invested in parenting sons during marriage, noncustodial fathers of sons may maintain more post divorce contact with their children compared to noncustodial fathers of daughters. However, Seltzer and Bianchi (1988) were not able to find any kind of relation between a child's gender and the post divorce contact of the noncustodial father.

Summary

Despite these findings, attempts to explicate the reasons noncustodial fathers decrease contact with their children have been minimal. The growing body of literature has been delimited primarily by mothers' reports of noncustodial fathers' behaviors. The need for noncustodial fathers' views of their relationship with their children seems apparent (Dudley, 1991a; Kruk, 1994). Data obtained directly from noncustodial fathers has typically been included in larger national studies; however these studies are not specifically focused on post divorce contact. Regardless of the need to obtain reports from noncustodial fathers, it is difficult to find noncustodial fathers and, when located, they are less willing than mothers to participate in research. Because of their accessibility, their knowledge of children's feelings and day to day activities, and their awareness of the relationship of the noncustodial father and the child, custodial mothers are usually the parent of choice from whom to collect data.

The association of the noncustodial father-child relationship with post divorce child outcomes is an area worthy of further investigation. Many of the variables that influence post divorce contact between noncustodial fathers and their children have been studied. Based on this research, we know that the noncustodial father who is the most likely to remain engaged with his children has minimal or no conflicts with his former spouse, maintains joint custody of his children,

typically has a higher education and socioeconomic status, has not remarried, lives close to his children, and is emotionally stable.

Researchers have yet to investigate how the consistency, or predictability, in the contact and relationship of noncustodial fathers with children affects the post divorce adjustment of children. This study adds to our knowledge about the consequences of parental divorce by addressing this issue. Although it has been assumed children need consistency and routine, the literature to date indicates noncustodial fathers have difficulty establishing routines with their children and in their new homes following divorce. In this study, the extent to which consistency affects children's post divorce adjustment will be explored.

CHAPTER 3

METHODS

Subjects

Fifty-six families were recruited from single-parent support groups, local churches, and by word of mouth in the North Georgia area. Divorced mothers who have either full or joint custody of at least one child were targeted for this study. For the purpose of this study, each mother had at least one child between the ages of 7 and 18. If the mother had more than one child, a child between the ages of 7 and 10 was targeted. At these ages, children are somewhat independent, are less peer oriented than adolescents, and the vast majority have not yet experienced puberty.

The mean age of the children was 12; 57% of the children were 7-12 years old and 43% were 13-18 years old. There were 31 female and 25 male children included in the sample.

The age of the mother and whether the mother had remarried were not factors in the screening of potential subjects. The ages of the mothers ranged from 29 to 49. The mean age of the mothers was 37; 43% were 29-36 years old and 57% were 37-49 years old. Five of the mothers had remarried. Of the 5 mothers who remarried, 1 mother was still married. Of the mothers, 36 were White, 19 were black, and 1 was Hispanic. The median family income was \$40,001-60,000 per year. Thirty six percent of the mothers identified themselves as Protestant, 25% as Baptist, 23% as Catholic, 4% as Jewish, and 12% indicated no religious preference.

Each family was compensated for their participation with a gift certificate to Blockbuster Video for five dollars. Gift certificates were mailed to the participants upon receipt of the completed measures.

A sample of 56 families was smaller than had been anticipated. As a result, use of measures for testing hypotheses was somewhat limited, as is explained below.

Instruments

Consistency Measure

The Consistency Measure contained 43 items with responses on a four-point, Likert-type scale (see Appendix C). It was developed by the author to measure stability and consistency in the relationship of divorced parents with their children. The measure was administered to the mother only and contained questions regarding her involvement with her children and stability of her household routine. Mothers were also asked to report on their former spouses with regard to their consistency in contact with their children as well as their knowledge of the stability of their former spouses' household routines.

Previously not explicitly explored by researchers studying divorced families, items within the Consistency Measure were written to measure parental involvement in the daily activities of the child, follow-through on promises made to the child, and discipline and expectations in the home. Items for mothers and fathers were similar, but not identical. Items were then factor analyzed in order to determine whether there was consistency across respondents in responses (see Table 1). Zero-order correlations among the variables were also examined. Based on these analyses, some items were then excluded due to low variability or lack of shared variance with other items. As a result of this analysis, six separate subscales were identified in the measure,

including: Mother Consistency, Father Consistency, Ability to Count on Mother, Ability to Count on Father, Predictability of Activity with Father, and Similarity of Household Routines. Cronbach alpha reliabilities for the six subscales were: Mother Consistency, .88; Father Consistency, .92; Ability to Count on Mother, .86; Ability to Count on Father, .97; Predictability of Activity with Father, .89; and Similarity of Household Routine, .88.

The items in the subscales of both Mother Consistency and Father Consistency address routines established with the child. Examples of items in these subscales for the mother include “I am consistent with discipline in my home,” and “I am on time when I need to pick up my child” whereas the items for the father include “My child’s father explains the changes in the routine at his home before they happen” and “My child’s father calls when he promises to call.”

The subscales of Ability to Count on Mother and Ability to Count on Father examine the ability for the child to rely on each parent emotionally and financially. Items in these subscales for the mother include “My child can rely on me to attend activities in which he/she is involved” and for the father include “My child can count on his/her father to be where he is expected to be. “The Predictable Activity with the Father subscale indicates how and where time with the father and child is spent during visits. Examples of items are “My child engages in the same type of activities with his/her father from visit to visit” and “My child spends most of his/her visits with his/her father at his home.”

In the final subscale, Similarity of Household Routines, consistency between the home environments of the mother and father is examined. Items in this subscale include “The routine my child follows in the home of his/her father is similar to the routine he/she follows in my

home” and “The type of discipline in the home of my child’s father is similar to the discipline I use in my home.”

It was expected that all of the items of the Consistency Measure would be used to define how parental consistency was perceived by the respondents in these areas. However, all items were not found to load on a single factor. Therefore, the subscales of Father Consistency and Similarity of Household Routine, where items within each subscale loaded on the same factor, were the only two subscales of the Consistency Measure ultimately utilized. Since the items in the subscale of Father Consistency focus on the perceived interactions and routines established between the father and child, these items were used to define the Psychological Consistency of the father. The items in the subscale of Similarity of Household Routines focus on the perceived similarities and differences between the routines and activities in the homes of the mother and father and were used to define the Logistical Consistency of the father.

Revised Harter Competence Measure

As in the original Harter, in this measure the children’s version tapped domain-specific judgments of competence in six separate domains, and the global perception of one’s worth as a person. This measure represents perceptions of Scholastic Competence, Athletic Competence, Physical Appearance, Social Acceptance, Behavioral Conduct, Close Friendships, as well as Global Self-Worth. Reliability of the six sub-scales has been found to range from .74 to .83, with all but one at or above .78 (see Bracken, 1996, for a discussion of this and other self-concept measures).

A copy of this measure was sent home with each mother to be given to the child she identified as the target child. The measure was completed in private by the target child unless

assistance was needed from the mother. A copy was also sent home for the mother to complete. Wording of the items was modified for mothers to report her perceptions of her child's competence.

The original Harter measure of children's competence has been used primarily with lower-middle-class to upper-middle class children, most of whom have been Caucasian. The format of the measure is unusual. It is a two-step response format, which requires that children first choose the direction and then the intensity of their response to an item. Responses are the most systematic when the measure is administered in a monitored environment. Because children in this study completed the measure at home without the resource of the researcher to remind them to follow the format carefully, a revised version of the measure was used. This revised version was modified to incorporate a Likert-type response format. It has been used successfully by Graziano (Halverson, personal communication, April 2000). It was used with both mothers and children in this study; copies of the revised measures can be found in Appendix D and Appendix E.

Cronbach alpha reliabilities in this sample for the subscales were: .74/.74 (Parent/Child Scholastic Competence); .90/.91 (Parent/Child Athletic Competence); .72/.90 (Parent/Child Physical Appearance); .77/.71 (Parent/Child Social Acceptance); .71/.78 (Parent/Child Behavioral Conduct); .72/.89 (Parent/Child Close Friendships), and .87/.80 (Parent/Child Global Self-Worth).

Due to the limitation of the sample size, and in order to confirm the usefulness of this measure in this sample, the subscales of both the Parent and Child Harter measures were factor analyzed separately. Correlations among the variables were also examined. After the coherence

of the subscales had been confirmed through factor analysis and the reliability of subscales was found to be acceptable, subscale scores were submitted to principal components analysis and rotated to a varimax criterion. As a result of these analyses, scores on the Athletic construct were excluded from both the Parent Harter and the Child Harter. Both parents and children reported high levels of athletic competence; however, the subscale score did not load on the same factor as the other subscales within the measure. Apparently, both mothers and children conceptualized athletics differently than other aspects of competence. After excluding Athletic Competence, for mothers, the remaining subscale scores of the Parent Harter including Scholastic Competence, Physical Appearance, Social Acceptance, Behavioral Conduct, Close Friendships, and Global Self-Worth were computed into a total score representing a complex definition of how parents perceive or define a child's competence.

Subscale scores of the Child Harter were factor analyzed again after Athletic Competence was removed. A less cohesive definition of how children, compared to mothers, perceive their own competence emerged. The analysis yielded two factors: General Competence and Academic, not social, Competence (see Table 3). General Competence was computed for further analysis by summing the total scores of the Physical Appearance, Close Friendships, Behavioral Conduct, and Global Self-Worth constructs. Reflecting the results of the factor analysis, Academic, not social, Competence was defined by summing the total scores of the Scholastic and reversed Social Acceptance subscales.

Procedure

Approval for the use of human subjects for the research was obtained from the Institutional Review Board (IRB) of the University of Georgia. Subjects were then recruited

from single parent support groups, local churches, and by word of mouth. Potential subjects were contacted by phone, mail, or in person by the researcher who explained the purpose of the study. Consent was obtained from each of the participants for both their own participation and the participation of their children. Children provided their assent to participate. Mothers completed the Revised Harter Competence Measure and the Consistency Measure. If a mother did not complete the questionnaire in the presence of the researcher, a separate self-addressed stamped envelope was provided for the return of the questionnaire along with a separate envelope for return of the consent form. Children also completed the Revised Harter Measure. Each mother was given written instructions on how to explain the procedure to her child; separate self-addressed stamped envelopes were provided for the return of the child's questionnaire and assent form. A copy of the IRB proposal can be found in Appendix A .

Analysis of Data

Data analysis was conducted in several stages. The first stage involved the examination of descriptive statistics to insure adequate variability for subsequent analyses. The frequencies, means, and standard deviations of all the independent and dependent variables were examined.

Next, the measures were factor analyzed by calculating a principal component analysis with varimax (Kaiser normalization) rotation. Correlations among the variables were also examined. Data were then reduced and newly created subscale scores were computed for testing hypotheses. Fathers' consistency was defined as Psychological Consistency and Logistical Consistency. For the Harter Measure, mother's perception of child competence was defined by computing a total score of the Harter constructs. Children's perception of competence was defined as General Competence and Academic, not social, Competence.

An appraisal of the validity and internal consistency of the measures comprised the next stage of data analysis. Cronbach's alpha was used to estimate reliability of the total measures and the subscales. High coefficients indicated high internal consistency in the measures.

Multiple regression was used to test hypotheses. Age and gender of children were used as control variables in the regression analyses.

CHAPTER 4

RESULTS

The purpose of this study was to determine if there was a relation between the behavior of the noncustodial father in his relationship with his children with post divorce adjustment of the child. Two hypotheses were examined.

Hypothesis 1: When controlling for gender of child, there will be no relation between mother's perception of consistency of father's contact with child and mother's estimation of child's competence. This hypothesis was supported; there was no significant relation between mother's perception of consistency of father's contact with child and mother's estimation of child's competence when gender was controlled (see Table 5). However, there was a slight, nonsignificant, difference in the mothers' perception of male and female children. Mothers' perceived males to be slightly more competent than females.

Hypothesis 2: When controlling for gender of child, there will be no relation between mother's perception of consistency of father's contact with child and child's perception of competence. This hypothesis was supported. Mother's perception of father's consistency was not significantly related to the child's perception of child's competence (see Table 5).

Despite these findings, some interesting results were found. Since other studies examining issues of divorce have taken the age of the child into consideration and findings have been inconsistent (Seltzer & Bianchi, 1988; Stephens, 1996), I thought it would be interesting to examine this variable in an effort to lend further understanding to this area. However, the sample size was not great enough to put confidence in findings across all the ages represented. When controlling for the

age of the child, significant findings were found between mother's perception of consistency of father's contact with child and the mother's estimation of child's competence. Mothers perceived younger children as most competent. It is important to point out that this study presents a snapshot in time for these mothers rather than a longitudinal perspective on their children. These findings represent comparisons between mothers with children at different ages rather than how mothers feel about their own child over time.

Regression analyses were calculated with single, summed scores with the perceptions of competence used as the dependent variable. I wondered if some aspects of competence might be more highly associated with father's consistency than others. Although the sample size was too small to place confidence in the results, I calculated a canonical correlation of four consistency scores (Father Consistency, Ability to Count on Father, Predictability of Activity with Father, and Similarity of Household Routines) with five competence scores (Scholastic Competence, Athletic Competence, Physical Appearance, Social Acceptance, and Behavioral Conduct).

Results indicated that there is a relation between the physical competence of the child and the mother's perception of predictability of activities with dad (See Table 6). This finding was based on examination of the structure coefficients, or canonical loadings, between the child's perception of competence and the mother's perception of the child's relationship with dad. The child's perception of physical competence dominated the structure coefficients of the first canonical correlation. The mother's perception of the child's activities with dad did not as clearly dominate the structure coefficients for the 2nd linear combination. However, the possibility that perceived physical competence and consistent activities with dad is supported by the significant negative Pearson correlation obtained for Child's Physical Competence and

Predictability of Activities with Dad. Cross loadings of these variables in the canonical correlation analysis are also consistent with this finding. The child's perception of physical competence is the highest loading on the first linear combination, whereas the mother's perception of predictability of activities with dad is negatively correlated with this combination. Considering both sets of variables, it appears that there is an inverse relation between the child's perceived physical competence and predictability of activities with dad. The second canonical correlation was not interpreted because of the small sample size and small amount of variance associated with it.

In conclusion, the findings of this study support the stated hypotheses. There was no significant relation between mother's perception of consistency of father's contact with child and mother's estimation of child's competence when gender was controlled, and mother's perception of father's consistency was not significantly related to the child's perception of child's competence. Nonetheless, this study yielded other interesting findings. Mothers perceived younger children as most competent, and there appears to be a relation between children's perceived physical competence and predictability of activities with dad.

CHAPTER 5

DISCUSSION

Of all the changes in the twentieth century that have affected the dynamics of family life, the increase in the rate of divorce possibly has the most dramatic and far reaching implications for families. Only about 5% of marriages ended in divorce in the mid-twentieth century (Preston & McDonald, 1979) in contrast to the estimated 50% of marriages that will end in divorce today (U.S. Bureau of the Census, 2002). As a result, researchers have focused much of their attention on families of divorce in recent decades. Numerous variables have been studied, with special interest on children and their adjustment to the divorce of their parents. Often mediating this adjustment is the relationship the children have with both their parents, including the noncustodial parent.

Much attention has been paid to the noncustodial father by researchers studying divorce. The post divorce adjustment of the father, as well as the amount, type, and quality of interaction with his children following divorce have all been examined. Specific interest has been placed on examining how these factors may affect a child's adjustment following divorce. Some have found that higher levels of father involvement were associated with greater psychological adjustment among children, while other studies have failed to support that conclusion (Furstenberg et al., 1987; Hetherington et al., 1985; Guidubaldi et al., 1986). Although there is considerable variability in findings, children in divorced and remarried families are more likely than children from intact families to have problems in their relationships with parents, siblings, and peers as well as lower self-esteem and more academic problems (Hetherington, Bridges, &

Insabella, 1998). The dissolution of a marriage initiates changes and losses that are painful for most children, even more so when compounded by ongoing parental conflict, socioeconomic disadvantage, and other stressors related to changing family relationships. Little agreement exists, however, about the extent, severity, and duration of these problems since there is such great diversity in children's responses to parental marital transitions (Amato & Keith, 1991; Emery & Forehand, 1994; Hetherington, 1991).

Over 50 years ago, Bossard and Boll (1950) concluded that routines and rituals were powerful organizers of family life, supporting stability during times of stress and transition. During the transition to parenthood, adults reorganize their lives to include the demands of rearing children. As children become more active in family life, routines become more regular and rituals become more meaningful (Fiese, Hooker, Kotary, & Schwagler, 1993). A transition that threatens the practice of family routines and consistency is divorce.

Children of divorce report the impact of divorce is often intensely felt in the disrupted practice of family traditions such as holidays, birthdays, and vacations (Pett et al., 1992). Maintaining regular routines in divorced and remarried families may foster better adaptation in children, providing them with a sense of security and stability in their family life (Guidubaldi et al., 1986; Henry & Lovelace, 1995). Hetherington and Parke (1993) stated that children need predictability, nurturance, and appropriate limit setting from fathers and mothers, as well as economic security and a cooperative, preferably loving relationship between their parents. Despite the importance placed on consistency and the establishment of routines with children, this issue has been largely overlooked by researchers examining divorced families.

This study was designed to investigate the association between the consistency of the behavior of the noncustodial father in his relationship with his children with the post divorce adjustment of the child. This goal was accomplished through the examination of data collected from mothers and children that captured information on the consistency of the noncustodial father, as well as the perceived competence of the child. Although no clear link between the consistency of the father and the perceived competence of the child was found in this sample, the study opens doors for new areas of investigation.

For example, findings in this study indicate that mothers perceive younger children as most competent. When the age of the child was controlled, the mother's perception of consistency of father's contact with the child and the mother's estimation of child's competence was found to be significant. Therefore, a closer examination of the age of the child is needed. Why are younger children perceived as more competent, and at what age do we see this perception shift in the other direction? Does the age at the time of divorce and length of time since the divorce have any bearing on these findings? Future longitudinal research is needed in this area in order to answer these questions.

In addition, through the examination of canonical correlations, I found that there is a relation between the physical competence of the child and the mother's perception of predictability of activities with dad. Although we cannot place a lot of confidence in these results due to the sample size, the findings indicate that there is something going on in this area that is worthy of closer investigation.

Beyond the findings of this study, there are many other variables and questions related to consistency of the noncustodial father that are still to be explored by researchers. For instance, it

is important to define consistency more clearly since it has different meanings for different people. In addition, researchers will also need to examine and define levels of consistency. In other words, how many times do fathers have to miss a commitment in order to be considered inconsistent? And, at what point or threshold within these levels are children affected more positively or negatively by the amount of consistency they experience in their relationship with their fathers? This study serves as a starting point for researchers to understand better how consistency can affect the post divorce adjustment of children. Furthermore, due to changes in parenting, researchers need to recognize that children from various generations may experience divorce differently due to changing cultural expectations.

Worth discussion are the changes in the larger society that may also serve as contextual factors that strengthen or weaken the influence of the noncustodial fathers. Griswold (1993) stated that a father's identity that was once tied to breadwinning, no longer prevails due to demographic, economic, and political changes. With increased numbers of women in the workforce, the number of marriages ending in divorce, and more babies being born to single mothers, the dynamics of fathering have been dramatically altered. LaRossa (1988) argued that each generation molds its own cultural ideal of fathers according to its own time and conditions. Each generation must deal with an inevitable gap between what the culture expects of fathers and the actual conduct of fathers in families.

In a recent reanalysis of the historical trends of American ideals of fatherhood, Pleck and Pleck (1997) suggested that the emerging ideal of fatherhood in the late twentieth century is father as equal coparent. When divorce began its steep rise, fathers were less involved in the day to day care of their children. Mothers, many of whom stayed at home, were almost entirely

responsible for the feeding, cleaning, and general care schedules for the children. Fathers, on the other hand, typically served as playmates or disciplinarians to the children upon return from work. As a result, when parents divorced, fathers were not as equipped to parent their children during visits and therefore be consistent in their routine or care. Today, with more women in the workforce, men are more expected by society to share the full weight of parenting responsibilities. Due to this gradual shift in the attitude and involvement of fathers in parenting, the effects of divorce on older generations of children may be different in comparison to younger generations, such as the one represented in this sample. With the growth of school based interventions for children, parenting classes for divorcing parents, and increased involvement of the noncustodial parent in the parenting of the child after divorce, this societal shift is of importance in understanding differences in the adjustment of children of divorce over time.

This study has several limitations that need to be corrected in future research. First, the size of the sample was too small to generalize to the rest of the population. Due to the challenges of recruiting, participants were limited in size and diversity. Second, reports on the consistency of the noncustodial father were made by the mother. Depending on nature of the relationship between parents, answers to these questions could have been biased or simply inaccurate due to a lack of complete information. Future data on consistency should be collected directly from fathers. Third, some items within the developed Consistency Measure did not appear to have the same meaning for participants and researcher. Modification of this measure would be needed for use in future research. In addition, a measure on consistency developed specifically for children to report on the interactions and routines established with their fathers would be beneficial to our further understanding in this area. Finally, this study only presents a snapshot in time rather than a

longitudinal perspective on these children. Comparisons between mothers with children at different ages are made rather than how each mother feels about her own child over time.

Findings indicate that further research is necessary in order to understand the relationship between noncustodial fathers and their children. The consistency of the noncustodial father is an area that is yet to be fully explored by researchers. Understanding the importance of consistency and defining what consistency means to fathers and children is also vital. In addition, possible differences in the experiences of male and female children with their fathers need more attention. It is also important to investigate the possible interaction of the age of the child and the consistency of noncustodial father as an influence on competence of child. Reports taken directly from fathers, and children, as well as longitudinal research, are necessary in order to determine if consistency does truly matter to a child's post divorce adjustment.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD: HUMAN SUBJECTS APPLICATION

APPLICATION FOR APPROVAL OF RESEARCH WITH HUMAN RESEARCH PARTICIPANTS

ANSWER ALL 11 QUESTIONS LISTED BELOW.

Carefully answer all questions. Add your response below each question. Make sure you address each part of the question. If a question does not apply, type the question and answer "Not Applicable." **Do not answer any questions with "see attachments."** Remember that the Board is made up of people from many different specialties; therefore, we ask that all information be relayed in layman's terms, rather than professional jargon. **DO NOT SUBMIT PORTIONS OF YOUR GRANT APPLICATION OR DISSERTATION AS ANSWERS TO THE QUESTIONS LIST BELOW.** Sign the application cover sheet, and if applicable, have a faculty advisor sign in the appropriate space.

Deliver or send your original application packet **plus one copy** to the Human Subjects office. Do not submit changes until an initial review has been completed; all applications are reviewed as quickly as possible. **Studies may take as long as 6-8 weeks for the review process. Failure to follow instructions will delay the review process.**

1. **PROBLEM ABSTRACT: State rationale and research question or hypothesis (why is this study important and what do you expect to learn?).**

This study is designed to investigate the association of the consistency or predictability of the behavior of the noncustodial father in his relationship with his children with post divorce adjustment of the child. Many researchers have investigated the relationship between the noncustodial father and his children. The most commonly studied variable is the frequency of contact, however little evidence has been presented on how consistent or predictable these visits are to the child and what impact the level of consistency may have on post divorce adjustment and parent-child relationship. The results should provide some guidance for assisting parents and children in the adjustment to new patterns of relationships.

2. **DESIGN: Identify your research design and specific factors or variables, conditions or groups in your study, and any control conditions. Indicate the number of research participants assigned to each condition or group, and describe plans for data analysis.**

One hundred families will be recruited for participation in this study. The families will consist of divorced parents who have not remarried and have either full or joint custody of at least one child between the ages of 7 and 18. If the parent has more than one child, when possible, a child between the ages of 7 and 10 will be targeted. The age of the parent will not be a factor in the screening of potential subjects. The data will be collected by administering several instruments designed for the parent during group meetings as well as sending an additional measure for the targeted child home with the parent to complete and return.

Data analysis will involve examination of descriptive statistics to insure adequate variability for subsequent analyses. Correlations among variables will also be examined. Hypotheses will be tested by regressing child competence measures on parent's perception of consistency of father's relationship with child. Hypotheses will be tested separately for male and female children, if possible. If there are not enough males or females for a separate test, gender will be used as a control variable in the regression analyses. If it is necessary to include children outside the age range of 7 to 10 years of age, age will be used as a control variable in the analyses.

3. **RESEARCH PARTICIPANTS:**
 - a. **List approximate number of participants 100, targeted age group 7 And Older (specified in years) and targeted gender Male/Female;**
 - b. **Method of selection/recruitment of research participants -- specify each source of participants and researcher(s) working relationship, if any, with the participants. NOTE: If you are recruiting research subjects/participants from an institution(s) other than the UGA, include authorization letter from the appropriate official(s) of the institution(s) with your application.**

Participants will be recruited in the North Georgia area through local chapters of the organization Parents Without Partners. Subjects may also be contacted through various single parent groups associated with religious organizations also in the North Georgia Area. Parents who agree to participate will be asked to consent for their child to participate.

- c. **Describe any incentives, follow-ups or compensation to be used with individual participants. This includes payment, gifts, extra credit, etc.** NOTE: Extra credit must not be offered unless there are equal non-research participation options available to students.

Families will be compensated for their participation by having the name of each parent participating in the study entered into a random drawing for a pair of movie passes. One drawing will be held at each meeting attended by the researcher where data is collected.

4. **PROCEDURES: State in chronological order what research participant is expected to do and what the researcher will be doing during the interaction.**

Subjects will be recruited during the regular weekly meeting times of their local chapter of Parents Without Partners. Researchers, who will attend these meetings after receiving permission from the organization, will explain the purpose of the study and obtain consent from each of the participants. Each of these subjects will complete the appropriate instruments during the meeting. Having also received the informed consent of the parent for their child's participation, the Harter measure will be sent home with the parent for his/her child to complete and return in a self addressed stamped envelope. Each parent will be given written instructions on how to explain the procedure for his/her child. In addition to returning the questionnaire in a self addressed stamped envelope, children will be asked to sign an assent form and return it in a separate envelope.

5. **MATERIALS: List in sequence all questionnaires and/or tasks given to the research participants. Attach a labeled copy of all written instruments to each copy of the application. Each attachment should be identifiable from your description given here. If an interview will be conducted you must include an interview script or set of questions.**

Consistency Measure

Demographic Questionnaire

Revised Harter Competency Measure - This revised version of the Harter Competency Measure takes questions that are relevant to this study directly from the original Harter Measure. The Harter Consistency Measure was developed to be used with children by Dr. Susan Harter and has been used in numerous studies over the last several years. The questions included in this present study have been used in previous studies for different age groups including children in the 7 to 10 age range.

6. **RISK: The IRB seeks information about risks that a research participant may encounter as a result of data collection and any that may arise in the future as a direct result of the research. In both cases, carefully describe any such risks and how you plan to minimize them. The latter must include the availability and limits of treatment for sustained physical or emotional injuries. (NOTE: any incident directly related to research participation causing significant discomfort, stress or harm should be reported to the IRB immediately):**

- a. **CURRENT RISK: Describe any psychological, social, legal, economic or physical discomfort, stress or harm that might occur to the participants as a result of their research participation. How will these be held to the absolute minimum?**

Taking into consideration the fact that divorce often has a devastating effect on families and therefore there may be lingering emotional issues related to this event, the researcher recognizes that some of these questions may cause emotional discomfort and stress to the participants or may be difficult for them to answer. The researcher will attempt to minimize these risks by informing the participants of these risks as well as emphasizing the voluntary nature of this study. Given the researcher's educational background in both Psychology and Child and Family Development, the researcher will make herself available to address any

concerns related to these risks that may arise immediately from participation in this study. All participants will be provided with a referral card for local family resources and counseling services in their area.

- b. **FUTURE RISK: How are all research participants protected from potentially harmful future use of the data collected in this project? Specify whether the results of participation will be anonymous or confidential (it cannot be both).** By anonymous, the IRB means that the researcher does not know the results of the subject's participation. If there is any way for the researcher to identify data as related to a specific individual then only confidentiality may be promised. Confidential means the researcher may be able to identify a participant's results but will not reveal the participant's identity to anyone else. Person-to person interviews are never anonymous. **Describe your plans to maintain confidentiality, and state who will have access to the data and in what role. Be sure to provide specific measures planned to remove any direct identifiers, as well as data storage. You must justify retention of identifying information on any data or forms. DO NOT ANSWER THIS QUESTION WITH "NOT APPLICABLE".**

Participation will be confidential. No names will be on the questionnaires. Each questionnaire will be numbered so that responses of the parent and child can be matched. A separate list will be kept identifying the names and numbers. Once the data collection is complete, the list of names will be destroyed. Data will be kept on a computer disk.

7. **BENEFIT: State the benefits the participants will gain from the study and the benefits that humankind will receive. In some cases, the participants will receive credit toward some course requirement. Most, hopefully, will derive educational benefits, especially if they are students. You must also indicate how your project will benefit humankind, e.g., advance our knowledge of some phenomenon or help solve a practical problem. As in the RISK section, you must acknowledge the benefits of your study for the IRB to judge whether benefit exceeds risk to the participant. You MUST list benefits in order for your study to be approved. Potential benefits of the research must outweigh any risk associated with research participation.**

- a. **Identify any potential beneficial effects on the participants that might result from the research;**

There will be no benefits to the subjects directly other than participation in a project which advances the understanding of the parent-child post divorce relationship.

- b. **You must identify any potential benefits that humankind in general will gain from this research.**

It is a surprise that there is virtually no research on this important topic. Thus, this research will provide new insights to both practitioners and policymakers as well as provide guidance for parents in further understanding the consequences of divorce on children.

8. **CONSENT FORM: How will legally effective informed consent be obtained from all research participants and, when applicable, from parent(s) or guardian(s)? If DECEPTION is used in your study, describe how participants will be deceived, why it is necessary, and how you will debrief the participants. Provide the IRB with a copy of a written debriefing. Also include in the consent form a statement such as "In order to make this study a valid one, some information about my participation will be withheld until completion of the study." In certain instances, such as mail-out surveys, a cover letter may be used, but it should include at least the information shown in the consent form. This is known as implied consent format. If written consent will not be obtained, a full explanation of the reasons must be submitted for approval, including assurance that risk to the participant will be minimal. Be sure to answer this question and supply the appropriate consent document. Refer to Section VIII of the IRB Guidelines for additional information and the required consent format. A checklist is available to help you ensure that you have included all the necessary components.**

Prior to the collection of data, participants will be given a consent form summarizing the purpose of the research. Participants will be assured that their participation is voluntary and the results will be kept confidential.

9. **VULNERABLE PARTICIPANTS including MINORS: If minors or other vulnerable participants are involved,**

outline procedures to obtain their agreement (assent) to participate, in addition to the consent of parent(s) or guardian(s). Describe in any other special procedures that will be used to minimize risk to these vulnerable subjects. When you use MINORS or other VULNERABLE POPULATIONS, informed consent must be obtained from parent(s) or guardian(s), or a clear justification must be provided so that the IRB can determine if they will approve to waive the requirement. An understandable explanation of your procedures should also be presented to minors and other vulnerable participants, and they should be given an opportunity to volunteer their participation. This is called "assent" for people who cannot give "legally effective informed consent." An assent script or form should be attached to the application submitted to the IRB.

Informed consent will be obtained from the parents of minors participating in the study. Minors will also be sent an assent form in which they will also be assured that their participation is voluntary and the results will be kept confidential.

10. **ILLEGAL ACTIVITIES:** Participants must be assured their data is either anonymous or will remain confidential. If the data will be confidential you must inform research participants that you may not be able to guarantee confidentiality if disclosure should be required by law (see Number 5 in the consent format in Section VIII of the IRB Guidelines). Some ILLEGAL ACTIVITIES must be reported, (e.g., child abuse). When anonymous questionnaires are used but written informed consent is necessary, consent forms may be signed and returned separately. This procedure avoids any possibility of linking names to the data. Does the data to be collected relate to illegal activities? Yes No . If yes, explain.
11. Check all of the following that apply to this application:

This application is being submitted for a class assignment.

This application is being submitted to conduct a pilot study.

The protocol described in this application project involves the use of audio-taping.

The protocol described in this application project involves the use of video-taping

This application is being submitted for Thesis Research, exit exam research or an applied project.

This application is being submitted for Dissertation Research

Recruitment flyers or advertisements will be utilized.

Attach for review.

The activity described in this application involves another institution(s).

(EXAMPLES: school, university, hospital, prison, agency)

If yes,

- 1) List below each institution that will be utilized for/or involved in recruitment and/or data collection.
- 2) Indicate the county and state in which each institution is located.
- 3) Attach a written letter of authorization from each institution or indicate that the authorization is pending.

APPENDIX B

PARTICIPANT CONSENT

(Parental Consent, Minor Assent: age 7 to 10, Minor Assent: age 10 and Older)

Minor Assent Form

Hi!

My name is Tracey, and I have asked your mom or dad to be part of a project I am working on for school. Your mom or dad has answered some questions for me, and I would like to ask you some questions too. These questions are about the way you feel.

You do not have to do this if you do not want to. The decision to answer my questions is up to you. If you have any trouble answering some of my questions or you do not understand, you can ask your mom or dad for help.

When you are done answering my questions, mom or dad will send your answers to me in the mail. Your name is not on the paper where you answered your questions, and no one will see the answers to your questions except me.

By signing your name below, you agree to answer my questions.

My Signature

Date

Your Signature

Today's Date

APPENDIX C
CONSISTENCY MEASURE
(Mother's Report)

Please tell me about all your children. Please think about one specific child as you answer the remainder of the questions. Place an * by the age of the child you will be thinking about as you answer these questions.

_____	NUMBER OF CHILDREN
_____	AGE
_____	SEX (<i>Please circle one</i>)
_____	BOY GIRL
_____	BOY GIRL
_____	BOY GIRL
_____	BOY GIRL
_____	BOY GIRL
_____	BOY GIRL

Please answer each of the following questions. Of course, there are no right and wrong answers, so please answer as honestly as possible. Please rate each item using the following 4-point scale. Circle your response.

1=ALMOST ALWAYS 2=USUALLY 3=RARELY 4=ALMOST NEVER

- | | | | | |
|--|---|---|---|---|
| 1. The routine my child follows in my home is stable and predictable | 1 | 2 | 3 | 4 |
| 2. My child easily handle changes in the routine of the home | 1 | 2 | 3 | 4 |
| 3. I explain the changes in the routine before they happen | 1 | 2 | 3 | 4 |
| 4. I am consistent with discipline in my home | 1 | 2 | 3 | 4 |
| 5. I follow through with the promises I make to my child | 1 | 2 | 3 | 4 |
| 6. I am on time when I need to pick up my child | 1 | 2 | 3 | 4 |
| 7. My child can count on me to be where I am expected to be | 1 | 2 | 3 | 4 |

1=ALMOST ALWAYS 2=USUALLY 3=RARELY 4=ALMOST NEVER

8. I am involved in the extracurricular activities of my child	1	2	3	4
9. My child can rely on me to attend activities in which he/she is involved	1	2	3	4
10. I attend events at my child's school	1	2	3	4
11. My child can rely on me financially	1	2	3	4
12. I provide the primary financial support for my child	1	2	3	4
13. I plan to help finance my child's college tuition	1	2	3	4
14. The routine my child follows in the home of his/her father is stable and predictable?	1	2	3	4
15. The routine my child follows in the home of his/her father is similar to the routine he/she follows in my home	1	2	3	4
16. My child's father and I have made an effort to consult with one another and make the routines in both our homes as similar as possible	1	2	3	4
17. My child easily handles changes in the routine at the home of his/her father	1	2	3	4
18. My child's father explains the changes in the routine at his home before they happen	1	2	3	4
19. My child's father is consistent with discipline in his home	1	2	3	4
20. The type of discipline in the home of my child's father is similar to the discipline I use in my home	1	2	3	4
21. My child's father follows through with the promises he makes to my child	1	2	3	4

1=ALMOST ALWAYS 2=USUALLY 3=RARELY 4=ALMOST NEVER

- | | | | | |
|--|---|---|---|---|
| 22. My child's father is on time when he needs to pick him/her up | 1 | 2 | 3 | 4 |
| 23. My child's father calls when he promises to call | 1 | 2 | 3 | 4 |
| 24. My child's father calls on the same day(s) every week | 1 | 2 | 3 | 4 |
| 25. My child knows when he/she can expect a call from his/her father | 1 | 2 | 3 | 4 |
| 26. My child can count on his/her father to be where he is expected to be | 1 | 2 | 3 | 4 |
| 27. The visits with his/her father follow a consistent schedule for my child | 1 | 2 | 3 | 4 |
| 28. The father of my child is on time for his visits with him/her | 1 | 2 | 3 | 4 |
| 29. The type of activities my child engages in with his/her father during visits vary and change from visit to visit | 1 | 2 | 3 | 4 |
| 30. My child engages in the same type of activities with his/her father from visit to visit? | 1 | 2 | 3 | 4 |
| 31. My child spends most of his/her visits with his/her father at his home | 1 | 2 | 3 | 4 |
| 32. My child spends most of his/her visits with his/her father engaging in recreational activities | 1 | 2 | 3 | 4 |
| 33. My child's father is involved in the extracurricular activities of my child | 1 | 2 | 3 | 4 |
| 34. My child can rely on his/her father to attend activities in which he/she is involved | 1 | 2 | 3 | 4 |
| 35. My child's father attends events at my child's school | 1 | 2 | 3 | 4 |

1=ALMOST ALWAYS 2=USUALLY 3=RARELY 4=ALMOST NEVER

- | | | | | |
|---|---|---|---|---|
| 36. The father of my child celebrates or calls my child during special holidays | 1 | 2 | 3 | 4 |
| 37. My child can rely on his/her father for financial support | 1 | 2 | 3 | 4 |
| 38. My child's father is responsible for making child support payments | 1 | 2 | 3 | 4 |
| 39. The father of my child pays his child support on time | 1 | 2 | 3 | 4 |
| 40. The father of my child does not pay his child support | 1 | 2 | 3 | 4 |
| 41. My child's father helps with the extra expenses related to the child (school trips, etc.) | 1 | 2 | 3 | 4 |
| 42. My child's father plans to help with the financing of my child's education | 1 | 2 | 3 | 4 |
| 43. The father of my child provides his/her primary financial support in my home | 1 | 2 | 3 | 4 |

The following questions are about you, your former spouse, and your relationship. Please rate each item using the following 4-point scale. Circle your response.

1=ALMOST ALWAYS 2=USUALLY 3=RARELY 4=ALMOST NEVER

- | | | | | |
|---|---|---|---|---|
| 1. My former spouse and I have a friendly relationship | 1 | 2 | 3 | 4 |
| 2. My former spouse and I work together to make decisions about the child | 1 | 2 | 3 | 4 |
| 3. My former spouse and I argue over the child | 1 | 2 | 3 | 4 |
| 4. My former spouse and I argue in general | 1 | 2 | 3 | 4 |
| 5. My former spouse does a good job as a father | 1 | 2 | 3 | 4 |
| 6. My former spouse is a responsible father | 1 | 2 | 3 | 4 |

7. I am a responsible mother	1	2	3	4
8. I dislike my former spouse	1	2	3	4
9. I respect my former spouse	1	2	3	4
10. My former spouse is a good person	1	2	3	4
11. I am a good person	1	2	3	4

Please answer each of the following questions. Of course, there are no right and wrong answers, so please answer as honestly as possible. Again, please think about one specific child as you answer these questions. Please rate each item using the following scale. Circle your response.

	YES	USUALLY	NO
1. My child prefers to have a consistent routine in the home	YES	USUALLY	NO
2. The rules in my home have been clearly explained	YES	USUALLY	NO
3. I think my child understands the rules	YES	USUALLY	NO
4. I make the rules in my house only if they are needed	YES	USUALLY	NO
5. My child prefers to have a consistent routine in his/her father's home	YES	USUALLY	NO
6. The rules in the home of my child's father have been clearly explained	YES	USUALLY	NO
7. My child's father thinks the rules in his home are understood by my child	YES	USUALLY	NO
8. My child's father makes rules in his home only if they are needed	YES	USUALLY	NO
9. My child's father calls frequently	YES	USUALLY	NO

Please answer the following questions carefully.

1. How often does your child spend time with their father? If you cannot provide a realistic estimate by providing the following information, please describe your child's contact with his/her father in your own words below.

_____ DAILY -----> TIME AND LENGTH OF VISIT (e.g. 6:10pm-8:00pm)

_____ WEEKLY -----> DAYS -----> TIME AND LENGTH OF VISIT

M _____

T _____

W _____

TH _____

F _____

S _____

SU _____

_____ MONTHLY-----> DAYS -----> TIME AND LENGTH OF VISIT

_____ OTHER: _____

2. What time does your family usually eat breakfast at your home?

3. What type of food does your family usually eat for breakfast?

4. Please circle the hours you are usually in your home (*please circle all that apply*)

5-6 am	12-1 pm	7-8 pm
6-7 am	1-2 pm	8-9 pm
7-8 am	2-3 pm	9-10 pm
8-9 am	3-4 pm	10-11 pm
9-10 am	4-5 pm	11-12 am
10-11 am	5-6pm	
11-12 pm	6-7 pm	

5. What time does your family usually eat the evening meal in your home?

6. Do you eat the evening meal at home? (*Please circle one*)

YES
NO
USUALLY

7. Who usually participates in buying groceries?

8. Who usually participates in preparing food?

9. Who usually participates in cleaning the kitchen?

10. When is the laundry usually done in your home?

11. If there are activities you usually do with your child on the weekends, what are they?

12. What time does your child usually eat breakfast at his/her father's home?

13. What type of food does your child usually eat for breakfast at his/her father's home?

14. To the best of your knowledge, what hours is your child's father usually in his home?
(Please circle all that apply)

5-6 am	12-1 pm	7-8 pm
6-7 am	1-2 pm	8-9 pm
7-8 am	2-3 pm	9-10 pm
8-9 am	3-4 pm	10-11 pm
9-10 am	4-5 pm	11-12 am
10-11 am	5-6pm	
11-12 pm	6-7 pm	

15. What time does your child usually eat the evening meal at his/her father's home?

16. Does the father of your child eat the evening meal at home? (Please circle one)

YES
NO
USUALLY

17. Who usually participates in buying groceries at the home of your child's father?

18. Who usually participates in preparing food at the home of your children's father?

19. Who usually participates in cleaning the kitchen at the home of your child's father?

20. When is the laundry usually done in the home of your child's father?

21. If there are activities the father of your child does with your child on the weekends, what are they?

APPENDIX D
REVISED HARTER MEASURE
(Mother's Report about Child)

Please answer each of the following questions regarding the child you are thinking about for this study. We are interested in what kind of person she/he is like. This is a survey, not a test. There are no right answers. Below are some sentences that describe individuals. You will decide whether you strongly disagree with the statement, disagree somewhat, are neutral, agree somewhat, or strongly agree. Please only circle one number for each question.

1=STRONGLY DISAGREE

2=DISAGREE SOMEWHAT

3=NEUTRAL

4=AGREE SOMEWHAT

5=STRONGLY AGREE

- | | | | | | |
|---|---|---|---|---|---|
| 1. This child is just as smart as other child his/her age | 1 | 2 | 3 | 4 | 5 |
| 2. It is hard for this child to make friends | 1 | 2 | 3 | 4 | 5 |
| 3. This child is good at all kinds of sports | 1 | 2 | 3 | 4 | 5 |
| 4. This child does not have such a nice physical appearance | 1 | 2 | 3 | 4 | 5 |
| 5. This child usually does the right thing | 1 | 2 | 3 | 4 | 5 |
| 6. This child is able to make really close friends | 1 | 2 | 3 | 4 | 5 |
| 7. This child is often disappointed with himself/herself | 1 | 2 | 3 | 4 | 5 |
| 8. This child is pretty slow in finishing his/her school work | 1 | 2 | 3 | 4 | 5 |
| 9. This child has a lot of friends | 1 | 2 | 3 | 4 | 5 |
| 10. This child could do well just at just about any new athletic activity | 1 | 2 | 3 | 4 | 5 |
| 11. This child wishes his/her body was different | 1 | 2 | 3 | 4 | 5 |
| 12. This child often gets in trouble for the things he/she does | 1 | 2 | 3 | 4 | 5 |
| 13. This child has a close friend he/she can share secrets with | 1 | 2 | 3 | 4 | 5 |

- 1=STRONGLY DISAGREE**
2=DISAGREE SOMEWHAT
3=NEUTRAL
4=AGREE SOMEWHAT
5=STRONGLY AGREE

14. This child likes the way he/she is leading his/her life	1	2	3	4	5
15. This child does very well with his/her class work	1	2	3	4	5
16. This child is very hard to like	1	2	3	4	5
17. This child is better at sports than others his/her age	1	2	3	4	5
18. This child wishes his/her physical appearance was different	1	2	3	4	5
19. This child feels good about the way he/she acts	1	2	3	4	5
20. This child does not have a close friend to share things with	1	2	3	4	5
21. This child is happy with himself/herself most of the time	1	2	3	4	5
22. This child has trouble figuring out the answers in school	1	2	3	4	5
23. This child is popular with others his/her age	1	2	3	4	5
24. This child does not do well at new outdoor games	1	2	3	4	5
25. This child is good looking	1	2	3	4	5
26. This child often does not do what he/she is suppose to do	1	2	3	4	5
27. It is hard for this child to make friends he/she can really trust	1	2	3	4	5

1=STRONGLY DISAGREE
2=DISAGREE SOMEWHAT
3=NEUTRAL
4=AGREE SOMEWHAT
5=STRONGLY AGREE

28. This child likes the kind of person he/she is	1	2	3	4	5
29. This child is pretty intelligent	1	2	3	4	5
30. This child is socially accepted	1	2	3	4	5
31. This child is not very athletic	1	2	3	4	5
32. This child likes his/her looks	1	2	3	4	5
33. This child usually acts the way he/she supposed to	1	2	3	4	5
34. This child does not have a friend that is close enough to share really personal things with	1	2	3	4	5
35. This child is very happy about himself/herself	1	2	3	4	5

APPENDIX E
REVISED HARTER MEASURE
(Child's Report)

Please answer each of the following questions. We are interested in what kind of person you are like. This is a survey, not a test. There are no right answers. Below are some sentences that describe individuals. You will decide whether you strongly disagree with the statement, disagree somewhat, are neutral, agree somewhat, or strongly agree. Please only circle one number for each question.

1=STRONGLY DISAGREE

2=DISAGREE SOMEWHAT

3=NEUTRAL

4=AGREE SOMEWHAT

5=STRONGLY AGREE

- | | | | | | |
|--|---|---|---|---|---|
| 1. I feel I am just as smart as others my age | 1 | 2 | 3 | 4 | 5 |
| 2. I find it hard to make friends | 1 | 2 | 3 | 4 | 5 |
| 3. I do very well at all kinds of sports | 1 | 2 | 3 | 4 | 5 |
| 4. I am not happy with the way I look | 1 | 2 | 3 | 4 | 5 |
| 5. I usually do the right thing | 1 | 2 | 3 | 4 | 5 |
| 6. I am able to make really close friends | 1 | 2 | 3 | 4 | 5 |
| 7. I am often disappointed with myself | 1 | 2 | 3 | 4 | 5 |
| 8. I am pretty slow in finishing my school work | 1 | 2 | 3 | 4 | 5 |
| 9. I have a lot of friends | 1 | 2 | 3 | 4 | 5 |
| 10. I think I could do well just at just about any new athletic activity | 1 | 2 | 3 | 4 | 5 |
| 11. I wish my body was different | 1 | 2 | 3 | 4 | 5 |
| 12. I often get in trouble for the things I do | 1 | 2 | 3 | 4 | 5 |
| 13. I have a close friend I can share secrets with | 1 | 2 | 3 | 4 | 5 |
| 14. I don't like the way I am leading my life | 1 | 2 | 3 | 4 | 5 |
| 15. I do very well with my class work | 1 | 2 | 3 | 4 | 5 |
| 16. I am very hard to like | 1 | 2 | 3 | 4 | 5 |

1=STRONGLY DISAGREE
2=DISAGREE SOMEWHAT
3=NEUTRAL
4=AGREE SOMEWHAT
5=STRONGLY AGREE

17. I feel that I am better at sports than others my age	1	2	3	4	5
18. I wish my physical appearance was different	1	2	3	4	5
19. I feel really good about the way I act	1	2	3	4	5
20. I wish I had a close friend to share things with	1	2	3	4	5
21. I am happy with myself most of the time	1	2	3	4	5
22. I have trouble figuring out the answers in school	1	2	3	4	5
23. I am popular with others my age	1	2	3	4	5
24. I don't do well at new outdoor games	1	2	3	4	5
25. I think that I am good looking	1	2	3	4	5
26. I do things that I know I shouldn't do	1	2	3	4	5
27. I find it hard to make friends that I can really trust	1	2	3	4	5
28. I like the kind of person that I am	1	2	3	4	5
29. I feel that I am pretty intelligent	1	2	3	4	5
30. I feel that I am socially accepted	1	2	3	4	5
31. I do not feel that I am very athletic	1	2	3	4	5
32. I really like my looks	1	2	3	4	5
33. I usually act the way I know I am supposed to	1	2	3	4	5

- 1=STRONGLY DISAGREE**
2=DISAGREE SOMEWHAT
3=NEUTRAL
4=AGREE SOMEWHAT
5=STRONGLY AGREE

34. I don't have a friend that is close enough
to share really personal things with

1 2 3 4 5

35. I am very happy about the way I am

1 2 3 4 5

APPENDIX F

TABLES

Table 1
Results of Initial Factor Analyses of Consistency Measure Items

<i>Item</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>
<u>Consistency of Mother</u>				
(KMO = .61)				
8 Mom is involved in extracurricular activities	.93	.12		
6 Mom on time when picking up child	.90	.00		
10 Mom attends events at child's school	.88	.42		
13 Mom plans to help finance child's education	.78	.33		
12 Mom provides primary financial support	.65	-.72		
4 Mom is consistent with discipline	.47	.40		
5 Mom follows through on promises made	.47	.78		
3 Mom explains changes in routine	.19	.93		
<u>Consistency of Father</u>				
(KMO = 0)				
21 Father follows through on promised made	.95	.16	-.24	
22 Father us on time picking up child	.95	.31	.00	
43 Father provides primary financial support	.86	.33	-.17	
38 Father makes child support payments	.81	-.33	.43	
19 Father is consistent with discipline	.80	.50	-.27	
23 Father calls when he promises to call	.75	.48	.43	
28 Father is on time for visits with child	.70	.00	.00	
18 Father explains changes in routine	.66	-.13	.47	
39 Father pays for child support on time	.64	-.33	.63	
35 Father attends events at child's school	.00	.96	-.18	
42 Father plans to help finance child's education	.00	.94	-.21	
33 Father is involved in extracurricular activities	.51	.83	.16	
40 Father does not pay child support	-.28	.78	.00	
36 Father celebrated or calls during holidays	.00	.76	.55	
24 Father calls on the same day(s) every week	.00	.00	.95	
41 Father helps with the extra expenses for child	.00	.00	.94	
<u>Consistency of Child</u>				
(KMO = .42)				
26 Child can count on father to be where expected	.98	.00	.00	-.17
37 Child can rely on father for financial support	.97	.00	-.10	.20
17 Child handles routine changes at father's home	.96	.19	.18	.00
11 Child can rely on mother for financial support	.00	.92	-.34	.00

Table Continues

Table 1

Results of Factor Analysis of Consistency Measure Items (Continued)

<i>Item</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>
<u>Consistency of Child (Continued)</u>				
7 Child can count on mother to be where expected	.15	.87	.28	.18
2 Child handles routine changes at mother's home	.16	.70	-.14	-.67
9 Child can rely on mother to attend activities	.00	.66	-.70	-.15
25 Child knows when to expect call from father	.00	.00	.96	.00
34 Child can rely on father to attend activities	.00	.00	.00	.98
<u>Visit Consistency</u> (KMO = .34)				
31 Visit is spent with father at his home	.94	.00	.23	
32 Visit is spent engaging in recreational activities	.91	.26	.00	
29 Visit activities vary and change over time	.84	.00	.28	
30 Visit activities remain the same over time	.74	.53	-.31	
1 Routine in mother's home is stable/predictable	.70	.42	-.45	
20 Discipline in homes of mother/father is similar	.00	.95	-.10	
15 Routine in homes of mother/father is similar	.00	.90	-.24	
14 Routine in father's home is stable/predictable	.38	.87	.16	
27 Visits with father follow a consistent schedule	.21	.00	.96	

Table 2**Results of Final Factor Analyses of Consistency Measure Items**

<i>Item</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>
<u>Mother Consistency</u>				
(KMO = .63)				
4 Mom is consistent with discipline	.97	.14		
5 Mom follows through on promises made	.85	-.42		
8 Mom is involved in extracurricular activities	.85	.40		
13 Mom plans to help finance child's education	.82	.19		
4 Mom is consistent with discipline	.57	.00		
12 Mom provides primary financial support	.10	.99		
<u>Father Consistency</u>				
(KMO = .50)				
22 Father us on time picking up child	.97			
21 Father follows through on promised made	.93			
23 Father calls when he promises to call	.87			
28 Father is on time for visits with child	.75			
<u>Count on Mother</u>				
(KMO = .54)				
11 Child can rely on mother for financial support	.97			
9 Child can rely on mother to attend activities	.86			
2 Child handles routine changes at mother's home	.86			
7 Child can count on mother to be where expected	.69			
<u>Predictability of Activity with Father</u>				
(KMO = .66)				
31 Visit is spent with father at his home	.93			
32 Visit is spent engaging in recreational activities	.93			
29 Visit activities vary and change over time	.85			
30 Visit activities remain the same over time	.82			
<u>Similarity Between Household Routines</u>				
(KMO = .73)				
14 Routine in father's home is stable/predictable	.94			
15 Routine in homes of mother/father is similar	.91			
20 Discipline in homes of mother/father is similar	.90			

Table 3**Results of Factor Analyses of Harter Measure Subscale Scores**

<i>Subscales</i>	<i>Factor 1</i>	<i>Factor 2</i>	<i>Factor 3</i>	<i>Factor 4</i>
<u>Parent's Perception of Child's Competence</u>				
(KMO = .69)				
Parent Harter: Behavioral Conduct	.90			
Parent Harter: Physical Competence	.88			
Parent Harter: Scholastic Competence	.87			
Parent Harter: Global Self Worth	.83			
Parent Harter: Social Competence	.78			
Parent Harter: Close Friendships	.73			
<u>General Competence: Child's Perception</u>				
(KMO = .77)				
Child Harter: Close Friendships	.94			
Child Harter: Physical Competence	.94			
Child Harter: Global Self Worth	.93			
Child Harter: Behavioral Conduct	.56			
<u>Academic, not Social, Competence: Child's Perception</u>				
(KMO = .50)				
Child Harter: Social	-.88			
Child Harter: Scholastic	.88			

Table 4**Means on Consistency by Age and Gender**

		<i>Logistical Consistency</i>	<i>Psychological Consistency</i>
<u>Age</u>			
7	Mean	3.20	14.20
	N	5	5
	SD	0.45	2.05
8	Mean	3.33	13.67
	N	6	6
	SD	0.82	2.42
9	Mean	5.00	10.50
	N	6	6
	SD	2.45	3.99
10	Mean	3.67	12.33
	N	3	3
	SD	0.58	2.89
11	Mean	3.80	12.20
	N	5	5
	SD	0.84	2.77
12	Mean	4.12	11.83
	N	6	6
	SD	2.04	3.49
13	Mean	4.20	10.80
	N	5	5
	SD	0.45	2.05
14	Mean	4.80	8.80
	N	5	5
	SD	1.79	1.79

Table Continues

Table 4

Means on Consistency by Age and Gender (Continued)

		<i>Logistical Consistency</i>	<i>Psychological Consistency</i>
<u>Age</u>			
15	Mean	4.67	9.67
	N	6	6
	SD	1.75	2.66
16	Mean	6.20	8.60
	N	5	5
	SD	2.49	3.71
17	Mean	6.67	7.00
	N	3	3
	SD	2.31	1.73
Total	Mean	4.45	11.00
	N	55	55
	SD	1.80	3.29
<u>Gender</u>			
Male	Mean	4.16	11.68
	N	25	25
	SD	1.60	3.16
Female	Mean	4.70	10.43
	N	30	30
	SD	1.95	3.34
Total	Mean	4.45	11.00
	N	55	55
	SD	1.80	3.29

Table 5

Summary of Standard Linear Regression Analysis for Variables Predicting Father's Consistency (N=54)

<i>Variable</i>	β	t	p
Age of Child	-.54	-4.64	.000*
Sex of Child	-.12	-.96	.343
Mother's Perception of Child's Competence	-.18	-1.24	.222
Child's Perception of General Competence	.09	.62	.538
Child's Perception of Academic, not Social, Competence	-.02	-.12	.905

Dependent Variable: Psychological Consistency

*p < .05, **p < .001

R² = .351**

Adjusted R² = .285

Table 6

Canonical Correlation of Child Perception of Competence and Mother's Perception of Father's Consistency (N = 54)

<i>Variable</i>	<i>Structure Coefficient</i>	
	<i>1</i>	<i>2</i>
<u>Child Competence</u>		
Child's Scholastic Competence	.105	.601
Child's Social Competence	-.234	-.378
Child's Athletic Competence	.002	-.802
Child's Physical Competence	.647	-.207
Child's Behavioral Competence	.160	.361
<u>Consistency of Father</u>		
Father Consistency	.237	-.529
Count on Father	.276	-.560
Predictability of Activities with Father	-.321	.222
Similarity between Household Routines	-.052	-.796
Canonical Variance	.718*	.612*
	.510	.286

* $p < .000$