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A Correlational Investigation of Father Emotional Presence and Gender Role Identity in African American Women

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Walden University

College of Psychology and Community Services

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Malika Dandridge

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Walden University

2022

Abstract

A Correlational Investigation of Father Emotional Presence and Gender Role Identity

in African American Women

by

Malika Dandridge

MS, Walden University, 2013

BA, University of Florida, 2008

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Social Psychology

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Abstract

The psychological well-being and gender role development of a woman is greatly affected by the emotional presence of her father growing up. Until recently, most of the research on father-daughter relationships has been done on Caucasian working-class families, and very little has been done on father-daughter relationships in the African American community. The purpose of this study was to examine the role of a father's emotional presence (dependable, involved, engaged) and uncover whether this type of presence was correlated with a woman's gender role identity among African American women aged 18 years of age or older. The socioeconomic status (working class, middle class, professional class) and educational attainment levels (high school/vocational training, college educated) of a woman's father were also studied. A combination of the independent variables and gender role identity was also examined. The sample consisted of African American women aged 18 years or older from an online metropolitan university ($n = 135$) who were recruited through the university's online recruitment tool. A bivariate regression analysis was used in Research Question 1, and a multiple regression analysis was used in Research Questions 2 and 3. Findings from Research Questions 1, 2, and 3 were statistically significant. The findings maybe by clinicians for positive social change to improve the relationship between fathers and daughters.

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Dedication

This is dedicated to Brenda Irby, who was a lifelong educator and always pursued and encouraged education. To my great-grandmother and grandmother. Thank you for always modeling what the epitome of what a strong Black woman should be.

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First and foremost, I would like to give thanks to God who has given me the strength, grace, wisdom, and knowledge to get through this process. Without him, this would not have been possible. Throughout this entire process I have had nothing but support and understanding from my family, friends, and my committee members. I would first like to thank Dr. Bohs for continuing to support me throughout this 9 year process and always encouraging me not to give up. Dr. Burgess, for his patience and pushing me throughout the methodology process so that my results could be interpreted to meet quality standards.

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Chapter 1: Introduction to the study

Introduction

Every society has a set of roles and standards that men and women should adhere to in relation to how men and women should dress, present themselves, and behave. Gender role identity is defined as one's personal experience of one's own gender (Lindsey, 2015). Gender role identity can associate with assigned sex at birth or can deviate from it (Lindsey, 2015). Children are exposed to a variety of factors which influence their behaviors and attitudes about gender role identity. Women and men largely learn to develop their gender role attitudes based on socially constructed ideas of femininity and masculinity (Brown et. al., 2018). Men and women learn and develop their attitudes regarding gender roles through the process of gender role socialization which includes direct, indirect, verbal, or nonverbal messages regarding appropriate behaviors for women and men (Brown et. al., 2018). Sandu (2014) posed that most of these attitudes and beliefs are learned in the home and are later reinforced by the child's school experience, peers, and the media. Sandu reiterated that the strongest influence regarding gender role identity seems to occur on the family level, with parents passing on covertly and overtly their own views and beliefs about gender.

Gender roles develop differently in every culture and each culture has different views on how gender roles should be characterized (Sandu, 2014). This is especially true when it comes to the differences in the gender role beliefs based on ethnicity/race. Mainstream measures of gender roles attitudes have not accounted for the experiences in African American women (Brown et. al., 2018). Though African Americans are frequently exposed to European American gender role views, the sociopolitical history of

African Americans has developed a dynamic in which the survival of African American families relied on the flexibility of traditional gender roles (Harris, 2017). For instance, African American and Caucasian women have been shown to have some different gender role views. Sanchez and Crocker (2006) found that African American women expressed greater support in nontraditional family structures, stronger rejection of gender role stereotyping, sexual discrimination in the workplace, and greater endorsement of values concerning women's sexual freedom compared to Caucasian women. Sanchez and Crocker also found that Caucasian women who hold less education (high school diploma or vocational training) and who belonged to lower socioeconomic groups, valued more stereotypical gender role views and beliefs compared to African American women who belonged to the same socioeconomic status group.

For Caucasian women, gender role beliefs revolve around a more hegemonic view of how gender should be enacted and are institutionalized in the media, government policy, normative images of the family and so on (Faqua, 2015). Harris (2017) found that the Caucasian race, also known as dominant culture, associated feminine gender ideologies with White women of privilege and these privileges often resulted in the interpretations of what was considered the acceptable standard for women adhere to. Conversely, Faqua (2015) found the gender role behavior among African American women have been portrayed by mainstream culture as overly aggressive, domineering, and sexually promiscuous.

However, research has found that the father-daughter relationship can have a positive or negative impact on gender role development in women throughout their lives

(Wilson, 2017). The literature on father-daughter relationships have shown that the emotional presence of fathers can have positive effect on daughters' self-esteem and academic achievement as well as her social and emotional cognitive functioning (Wilson, 2017). Children with involved, caring fathers have been shown to have better educational outcomes (Campbell & Winn, 2018). A considerable number of studies suggests that fathers who are involved, nurturing, and playful with their infants have children with higher IQs and better linguistic and cognitive capacities (Campbell & Winn, 2018). Additionally, the emotional presence of fathers has been shown to predict a daughter's psychological well-being and gender role development (Lui, 2008). Until recently, most of the research on father-daughter relationships has been done on Caucasian working-class families, and very little has been done on father-daughter relationships in the African American community.

Father-daughter relationships have long been a topic of study across many disciplines which include psychology, women's studies, and social psychology. Previously, researchers have found that father-daughter relationships can have an impact on a woman's gender role development through much of their lives (Wilson, 2017). Past literature on father-daughter relationships have focused on fathers who were present in the home and who identified as Caucasian or White. These studies lacked input and data from other minority groups and did not consider cultural differences. This study focused on women who identified as either African American or Black and her perceived emotional presence of her father and growing up. Emotional presence is defined as a father who is described as being dependable, involved, and engaged in his daughter's life.

A woman's father's socioeconomic status and her father's educational attainment levels (high school/vocational training versus college educated) from her childhood were also studied to see if a relationship existed between these variables and gender role identity in African American women aged 18 years of age or older.

Throughout the study, the terms "African American" and "Black" were used interchangeably, as they signify the same meaning but allows for the avoidance of redundant use. This chapter encompasses background information, the statement of the problem, the purpose of the study, the research questions and hypothesis, the theoretical framework, the nature of the study, definitions used to interpret the study, assumptions, scope and delimitations, limitations, significance, and summary of the present study.

Background

There are numerous studies that focus on father-daughter relationships and the positive and negative effects that this relationship can have on a daughter's social, cognitive, and emotional well-being. A father's relationship with his daughter plays a significant role in his daughter's life from childhood to adolescence and significantly contributes to the validation of his daughter's growing identity as a woman (Hooper & Dallos, 2012). Current literature is also conclusive regarding the negative effects of dysfunctional father-daughter relationships and the long-term negative effects that it can have on the daughter through developmental stages and into adulthood (Flynn et al., 2014). Sanders and Mayeda (2018) proposed that abandonment of a father may increase women's risk of self-medicating, decrease their sense of security, and significantly increase their anger. Girls who grow up without a father figure in their lives oftentimes

go into the adult world with a specific set of psychological wounds that can create some serious conflicts in their lives as they mature into women (Kaminski & Klaussen, 2017). However, recently many scholars have realized the importance of fathers in their daughters' lives and have found that father-daughter relationships have a profound effect on a daughters' well-being and development. Neilson (2020) posited that a present, involved father builds up his daughter's self-confidence by consistently encouraging her and teaching her that she does not need a man to make her valuable.

Allgood et al. (2012) guided a research design that involves a three-part conceptualization of a father's involvement with his daughter which include engagement, accessibility, and responsibility. Allgood et al. (2012) highlighted three constructs that are intertwined to daughters' well-being: father involvement, described as the quantity of time that fathers are involved in various areas of their daughters' lives; nurturant fathering; or the affective quality of fathering, and psychological well-being, defined in terms of self-esteem, life satisfaction, and psychological distress. Additionally, there is evidence that fathers have a significant impact on daughters' development, including gender identity development. Hedgepeth (2012) investigated the relationship between gender role identity and father-daughter relationships among African-American adolescent girls and found that androgynous girls in comparison to masculine, feminine, and undifferentiated girls, reported the most positive father-daughter relationship quality.

African American fathers and father figures have been found to make a beneficial and unique contribution to their daughter's biological, psychological, and social development (Thornton, 2018). Consequently, the absence of African American fathers

has been shown to have grave negative effects on his daughter's psychological and emotional well-being. Furthermore, a qualitative study done by Threlfall (2013) revealed that low-income fathers are constantly influenced by the stressors that are involved with living in a low-income community and are less likely to access affordable and quality resources to help regarding their parenting tasks. Conversely, Johnson (2010) aimed to understand the influence that African American fathers had on their daughters' conceptualization of fatherhood and womanhood. The study utilized a qualitative research design, based on 79 in-depth qualitative interviews of African American women who were college educated between the ages of 18-22 years. A comparison of women from two parent households and households headed by single parent mothers, constructed narratives of their experiences with their fathers.

There was a gap in knowledge regarding African American women and their perceived gender role identities in relation to their relationship with their fathers growing up. This research filled in the gap by focusing specifically on the emotional presence (dependable, involved, engaged) of a father and if the type of emotional presence was correlated with a woman's gender role identity. Socioeconomic status and the educational attainment levels of a woman's father were also studied to see if these variables predicted significant variance in gender role identity among African American women aged 18 years or older. This project is distinct because the research findings specifically focus on African American women aged 18 years or older and provide much needed insight into how all aspects of an African American woman's relationship with her father may impact how she views her own gender role identity.

Problem Statement

Differences in how the family is structured play a role in how African American and Caucasian women conceptualize gender role identities (Faqua, 2015). Differences involve the dynamics of the family structure that includes single-parent, two-parent families, parental involvement, and the presence or absence of a father or mother (Faqua, 2015). Analysis of multiple African American family structures has found that overall, the way that the family is structured is not related to psychosocial outcomes for African American girls (Thornton, 2018). It was also found that non-residential relatives were able to have just as much impact as residential relatives within the African American family dynamic. However, research has found that the father-daughter relationship can have a positive or negative impact on gender role development in women throughout their lives (Wilson, 2017). Additionally, the emotional presence of fathers has been shown to predict a daughter's psychological well-being, gender role development, and mental health and well-being (Alemann et al., 2020). Until recently, most of the research on father-daughter relationships has been done on Caucasian working-class families, and very little has been done on father-daughter relationships in the African American community. This research examined a father's emotional presence to see if the type of emotional presence (dependable, involved, engaged) was correlated with gender role identity among African American women aged 18 years of age or older. This research filled in the gap by focusing specifically on the emotional presence of a father and examining if this presence was correlated with a woman's gender role identity. Socioeconomic status and the educational attainment levels of a woman's father were also studied to see if a relationship existed between these variables.

Purpose of the Study

The purpose of this study was to examine a father's emotional presence (dependable, involved, engaged) and to see if this presence was correlated with gender role identity in African American women aged 18 years of age or older. The independent variables that were used in this study include: (a) type of emotional father presence (i.e., involved, dependable, and engaged); (b) socioeconomic status of a woman's father growing up (working class, middle class, professional class); and (c) educational level of their father (i.e., high school/vocational training; college-educated). The dependent variable was gender role identity. The study specifically focused on African American women aged 18 years or older and explored a possible correlation between the type of father emotional presence and a woman's gender role identity. The variables of socioeconomic status and educational attainment levels were also studied to determine how much variance predicted or explained gender role identity. Additionally, a combination of the independent variables (dependability, involvement, engagement, socioeconomic status, educational attainment level) was also examined to determine how much variance predicted or explained gender role identity.

Research Questions and Hypotheses

Research Question 1: Is there a significant correlation between each of the three types of father emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older?

H₀1: There is not a significant correlation between each of the three types of father's emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older.

H_a1: There is a significant correlation between each of the three types of father's emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older.

Research Question 2: Do socioeconomic status and educational attainment level of the father predict significant variance in gender role identity among African American women aged 18 years of age or older?

H₀2: The combination of socioeconomic status and educational attainment level of a woman's father does not predict significant variance in gender role identity among African American women aged 18 years or older.

H_a2: The combination of socioeconomic status and educational attainment level of a woman's father does predict significant variance in gender role identity among African American women aged 18 years or older.

Research Question 3: Do socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) predict significant variance in gender role identity among African American women aged 18 years of age or older?

H₀3: Socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) does not predict significant

variance in gender role identity among African American women aged 18 years of age or older.

H_{a3}: Socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) does predict significant variance in gender role identity among African American women aged 18 years of age or older.

The associations being tested include the perceived emotional presence (dependable, involved, engaged) that a woman believed her father provided growing up, and if this type of presence was correlated with her gender role identity. Additionally, a woman's father's socioeconomic status (working class, middle class, professional class) and her father's educational attainment levels (high school/vocational training versus college-educated) were also examined to determine how much variance each predicted gender role identity in African American women aged 18 years of age or older.

Theoretical Framework

The research will be guided by Sandra Bem's gender schema theory (Bem, 1981a) to understand the gender role identity of the women in the study. Gender schema theory was introduced by Bem (1981a) as a theory that focused on explaining how individuals become gendered in society, and how sex-linked attributes are preserved and transmitted through other members of a culture. Gender role identity is influenced by many factors which can include how an individual is raised, media outlets, school, and other cultural beliefs that can be engrained throughout one's life (Lindsey, 2015). This theory was used to examine if a relationship existed between a woman's father's

socioeconomic status, educational attainment levels, and gender role identity among African American women aged 18 years of age or older.

Nature of the Study

The nature of the study was a non-experimental design using survey methodology. The independent variables were dependable, involved, engaged (father's emotional presence), socioeconomic status, and educational attainment levels. The dependent variable was gender role identity. The data were collected from African American women aged 18 years of age or older who attended an online metropolitan university. The data were collected through questionnaires which utilized questions from the Father Presence Questionnaire and the Bem's Sex Role Inventory. Surveys were used to collect the demographic information that was required for participation in the research study. The data were analyzed using SPSS software and went through a process of data cleaning.

The overall goal of this research study was to uncover whether a father's emotional presence was correlated with gender role identity in African American women aged 18 years of age or older. Additionally, a woman's father's socioeconomic status (working class, middle class, professional class) from her childhood and her father's educational attainment levels (high school/vocational training versus college-educated) were studied to see if a relationship existed between these variables and gender role identity in African American women aged 18 years of age or older.

Definitions

The following terms are used throughout the study. These terms were used to provide context to the reader and are defined as follows:

African American women: Women who have one or both parents of African descent and identify as either Black or African American (Faqua, 2015).

Educational attainment level: Level of education obtained or completed by a woman's father growing up; for this study it will be defined as high school, vocational training, college.

Father emotional presence: Involved, dependable, engaged (Krampe & Newton, 2006).

Gender role identity: A sense of being male or female and how one is reflected to society (Olsen et al., 2013).

Socioeconomic status: The social standing or class of an individual group; for this study it will be defined as working class, middle class, or professional class.

Assumptions

I assumed that the participants were honest and answered the survey questions and questionnaires to the best of their ability. I assumed that these data were reliable. Next, I assumed that the data were recorded in SPSS software without error using data cleaning. Numerous problems can be avoided through careful survey and study design by utilizing watchful monitoring and data cleaning during the study which can catch potential problems while they can still be fixed Salkind (2010). These assumptions were

determined because bias in the respondent's answers to the questions could have created methodological and standard errors that could compromise the study results and distort the analytical data. Eliminating bias is not always possible in a research study, but it was imperative to avoid or control bias because bias in a study can cause issues with the external and internal validity as well as the statistical conclusion validity (Creswell, 2018). I also assumed that the women adhered to the guidelines within the research study regarding their sex, age, and race and that the women who participated were African American, were born female, were 18 years of age or older, resided in the United States, and attended the chosen metropolitan university in the study.

Scope and Delimitation

The study was delimited to women who were born African American and female and were 18 years of age or older who attended the online metropolitan university. The specific aspects of the research problem that were addressed in the study involved a woman's relationship with her father and if this relationship was correlated with the way that she viewed her gender role identity. The demographic information consisted of self-identified sex, age, race, the socioeconomic status of a woman's father, and her father's educational attainment level from her childhood. These criteria were important to the study because the research findings specifically focused on African American women in order to provide much needed insight into how all aspects of an African American woman's relationship with her father may have an impact on her views regarding her own gender beliefs.

The theoretical framework that I considered for my research study was Alice Eagly's (1987) social role theory which is a social psychological theory that involves sex differences and similarities in social behavior. Through socialization and the formation of gender roles, the behaviors of women and men typically support and sustain the division of labor (Eagly, 1987). Eagly (1987) asserted that the gender stereotyped characteristics (emotional and expressive) often related to women and the gender stereotyped characteristics that are commonly associated with men (independence and assertiveness) are perpetuated by society. I chose not to use this theory due to the cultural differences and beliefs that pertain to the African American culture which hold different standards and views in regards gender role beliefs and attitudes in comparison to the dominant culture. Transferability and generalizability may not be practical due to limiting the sample size of African American women who only attend the university as well as having an age bracket.

Limitations

A limitation to this study was that the participants were chosen from a population of women who attended the university and had to fall between a certain age bracket. This did not allow for the study to pertain to African American women and their gender role identities as a group within the United States. When conducting quantitative research, threats to internal and external validity can raise questions about the conclusion and outcome of the experiment being presented. Researchers need to identify potential threats to the internal validity of their proposed experiments and outline their research for such threats to be minimized or potentially not arise (Creswell, 2018). A possible threat to

internal validity that arose during the research project involved participants dropping out during the study or withdrawing their participation before completing the entire questionnaire. This caused the relationship more or less likely to be skewed within the remaining data that was collected (Jenkins & Quintana-Ascencio, 2020). To address this threat, I made sure that a large enough sample was recruited (more than 30) in order to account for the participants who dropped out in comparison to those participants who chose to continue to participate in the study.

Significance

Lee (2005) proposed that there is evidence that fathers have a great deal of influence on daughters' development, including gender role identity development. Fathers play an important role in fostering daughters' self-esteem and how she develops her gender role identity (Lindsey, 2015). Father's also have a lasting impact on their daughter's lives and shapes how they view themselves and the world around them (Alemann et al., 2020). The factors involving a father's emotional presence (dependable, engaged, involved) that may predict a woman's gender role identity were not studied in past research literature, especially among African American women. The research gap specifically focused on the emotional presence of a father and determined if this relationship was correlated with a woman's gender role identity. The socioeconomic status and educational attainment levels of a woman's father were also studied to see if there was a relationship between these variables and gender role identity. This project was distinct because the research findings specifically focused on African American women aged 18 years or older and provided much needed insight into how all aspects of

an African American woman's relationship with her father may impact how she views her own gender role identity.

Fostering healthy father-daughter relationships has long been a force for social change Lee (2005). Early research has often focused on the importance of how fathers shape their son's lives due to the commonality of them being the same sex. Numerous research over the past thirty years has shown that not only is a father's relationship with his son important, but a father's relationship with his daughter is just as significant (Lee, 2005). Past researchers who have focused on father-daughter relationships have found that fathers play a much bigger role in their daughter's lives than once thought. It was found that fathers can have a major impact in their daughter's lives that carries on into adulthood by simply taking interest in their lives (Lamb & Tamis-Lemonda, 2012). Current research has found that a father's relationship with his daughter impacts her ability to foster positive social relationships, decreases the likelihood of getting in trouble at school, and develop stronger feelings of acceptance and self-competence (Burke, 2017). These findings have contributed to social change by prompting policy makers in social agencies to apply research findings into effective programs and policies that promote and support positive father-daughter relationships. These social agencies have begun to promote the importance of programs that teach fathers how to foster healthy relationships with their daughters (Lamb & Tamis-Lemonda, 2012). This study contributed to the literature within family studies and clinical practices by helping to improve the relationship between fathers and daughters by providing a deeper insight into the importance of father-daughter relationships among African Americans.

Summary

A daughter's relationship with her father growing up can have a major impact on a woman's life. Previously, researchers on father-daughter relationships have shown that the emotional presence of fathers can have positive effect on daughters' self-esteem and academic achievement as well as her social and emotional cognitive functioning (Brown et al., 2012). Additionally, the emotional presence of fathers has been shown to predict a daughter's psychological well-being and gender role development (Lui, 2008). Current researchers have also shown that a father's positive engagement with his daughter also contributes to her mental health, cognitive development, higher educational achievement, as well as a profound impact on her future relationships as a partner and parent (Alemann et al., 2020). Differences in how the family is structured also play a role in how African American and Caucasian women conceptualize gender role identities (Faqua, 2015). Differences involve the dynamics of the family structure that includes single-parent, two-parent families, parental involvement, and the presence or absence of a father or mother (Faqua, 2015). However, researchers have found that the father-daughter relationship can have a positive or negative impact on gender role development in women throughout their lives (Wilson, 2017).

The overall goal of this research was to uncover whether a father's emotional presence (dependable, involved, engaged) was correlated with the gender role identity of African American women aged 18 years or older. Additionally, a woman's father's socioeconomic status (working class, middle class, professional class) from her childhood and her father's educational attainment levels (high school/vocational training versus

college educated) were also examined to see if these variables significantly predicted variance in gender role identity in African American women aged 18 years or older. The levels of emotional presence of a father were defined in this research as a father who provided emotional support in his daughter's life growing up and was either described as being dependable, involved, and engaged in his daughter's life. In Chapter 2 I will discuss a detailed review of the literature and the conceptual framework guiding the study.

Chapter 2: Review of Related Literature

Introduction

Differences in how the family is structured play a role in how African American and Caucasian women conceptualize gender role identities (Faqua, 2015). Faqua (2015) also mentioned that differences involve the dynamics of the family structure that includes single-parent, two-parent families, parental involvement, and the presence or absence of a father or mother. However, researchers have found that the father-daughter relationship can have a positive or negative impact on gender role development in women throughout their lives (Wilson, 2017). The literature on father-daughter relationships have shown that the emotional presence of fathers can have a positive effect on daughters' self-esteem and academic achievement as well as her social and emotional cognitive functioning (Brown et al., 2012). Additionally, the emotional presence of fathers has been shown to predict a daughter's psychological well-being, gender role development, mental health, and emotional well-being (Alemann et al., 2020). Until recently, most of the research on father-daughter relationships has been done on Caucasian working-class families, and very little has been done on father-daughter relationships in the African American community.

The experience for the African American woman has been diverse from most women living in the United States. African American women have to encounter the internalized belief of femininity in relation to gender that was established by the dominant culture, Caucasian men (Collins, 2009). Past descriptions of African American women have involved the labels such as jezebel, mammy, and homegirl, in conjunction with African American women being perceived as be angry and outspoken (Nelson,

2011). Many researchers and previous studies have recognized that gender role ideals are sociological factors, however, failed to acknowledge the psychosomatic perspective of the diverse experiences of African American women's gender role development Faqua (2015). Researchers have shown that African American women are raised to assume both traditional feminine traits which include nurturing and caring, as well as masculine traits which include self-reliance and assertiveness (Belgrave et al, 2018). Despite there being some convergence among women in the United States, the gender role beliefs of African American women may differ from those of women from other racial/ethnic backgrounds due to cultural socialization and sociohistorical influences (Belgrave et al., 2018).

There is evidence that fathers provide a great deal of influence on daughters' development, including gender role identity development (Lee, 2005). Fathers play an important role in fostering daughters' self-esteem and how she develops her gender role identity (Lindsey, 2015). The positive relationship that fathers have with their daughters was also shown to improve her peer relations, capacity for empathy, have fewer psychological problems, and have lower rates of depression (Henry et al., 2020). Not present in the literature are any specific correlations involving a father's emotional presence, which include dependable, involved, and engaged, and whether this type of emotional presence of a father predicts gender role development among African American women aged 18 years or older. The research examined the extent to which father's emotional presence predicted or explained variance in gender role identity among African American women. Additionally, the importance of a father's emotional presence, either positive or negative was examined to determine if this played a role in a daughter's

gender role development among African American women aged 18 years or older. Social factors which include socioeconomic status from childhood and a woman's father's educational attainment level were studied to see if these variables would also predict this relationship. The major sections of the chapter will include the introduction of the research problem and why it is relevant.

Chapter Overview

The importance of father-daughter relationships was examined to determine if a woman's perceived view of her father's emotional presence while growing up was correlated with her current gender role identity. Furthermore, only African American women aged 18-55 years were studied to determine if a woman's perceived emotional presence from her father was correlated with her current gender role views. Followed by this information, a literature search strategy listed the access library databases and key search engines that were used. Key search terms and combinations of search terms were listed as well as the iterative search process to explain what terms were used to identify research articles and journals that were relevant and appropriate for the current research study. Bem's (1981a) is the theoretical basis for the research, which comprise of Bem's gender schema theory. Bem's gender schema theory focuses on how individuals become gendered in society and how individuals gain a sense of gender through their environment or the culture that they live in. Next, the conceptual framework of the research was identified, how the concept of Bem (1981a) has been articulated and researched in previous studies and how the current study benefits from this framework. The review of literature provided a comprehensive review of current literature of studies

related to the constructs of interest, methodology, and methods that are consistent with the current study. Lastly, the summary and conclusion section summarized major themes in the literature as well as provided transitional material to connect the gap in literature to the methods that are described in the next chapter.

Literature Search Strategy

Throughout this literature review process, peer review journals were cited as an effort to support the focus of this study. Newly published articles were utilized to placate the requirements of the dissertation and to focus on the current significance of this phenomenon. Older literature was utilized to provide a historical perspective and to gain a better understanding of this understudied demographic of African American women as well as demonstrate that gender role identity within this demographic of women can be affected by other variables besides absent fathers.

Several key terms were utilized to search the databases for pertinent literature to explore the phenomenon. I selected several databases to gather literature to enhance the study, such as: PsychARTICLES, psychINFO, ProQuest, Psychological Journal, Walden University library, PsychCritiques, PsychArticles, EBSCOhost: psychINFO, and Google Scholar. I filtered through the databases to assist in locating reference lists of peer-reviewed articles and published doctoral dissertations.

Database searches were conducted from September 2017 to October 2021. Applicable articles and journals were not restrained to the last five years; however, older articles were original works and applicable to the discussion. An example of this would

include the use of literature on Bem's gender schema theory which is consequently a bit older than journal articles that pertain to gender role views among African American women as well as literature involving father-daughter relationships among this demographic. I used several key terms in the literature review which included: gender identity development, gender role views, African American women, father-daughter relationships, and Bem's gender schema theory. These key word searches were used to locate articles suitable to the subtopics that were listed for the literature review.

Theoretical Orientation of the Study

Gender schema theory was introduced by Bem (1981a) as a theory that focused on explaining how individuals become gendered in society, and how sex-linked attributes are preserved and transmitted through other members of culture. The origin of gender schema theory is attributed to Bem (1974), who brought to the forefront psychological androgyny as a desirable quality among individuals. Bem's early work focused on the context of stereotyping traits as sex roles, psychological sex perceptions rather than biological sex differences (Bem, 1981a). Bem argued that children acquire an understanding of male and female roles from their environment or culture that they live in.

Bem's theory was influenced by her desire to fix what she felt to be shortcomings in the social learning and psychoanalytical theories during the cognitive revolution of the 1960's and 1970's. Bem believed that theories such as the Freudian theory focused too much on the anatomy of an individual regarding gender development. Bem presented the idea that a child's cognitive development in conjunction with their influence from

society, plays an important role in the pattern of thought or schema that dictate male and female traits within a society (Bem, 1981a). The relationship of parental modeling and cultural engagement is that dimension that gender schema theory is understood through. Gender schema theory is cultivated psychologically within stereotypical responses, as a child's reasoning of sex role development is culturally constructed (Bem, 1981a). These cultural values and beliefs regarding gender allow for the development of a gender structure system.

Gender identification is said to begin to develop when a child makes observations of females and males within their environment (Bem, 1981b). The differences in behaviors are connected to the actions that later result in expectations and norms for the culture. Gender association is spread through an illustration of male and female that allows or is open to gender role assimilation (Bem, 1981b). Bem inferred that the gender differences between individuals would be refined by the variation of gender sex roles of adults within a child's community. Gender schema theory invokes the notion of how sex role behaviors relate to a child's understanding of gender behaviors within their families and communities growing up. Gender schema theory focuses on an understanding between the relationship of cultural engagement and parental modeling. Conversely, gender schema theory is cultivated psychologically among stereotypical responses, as a child's perception and belief of sex role development is constructed culturally.

Through these cultural values, a gender structure system is developed. Gender schema theory has not been empirically tested and the core of how gender roles are developed is unknown. Gender identification appears when a child starts to observe the

females and males in their environment (Bem, 1981b). Gender norms and expectations are related to the actions that result in expectations that every culture expects males and females to conform to within each culture. Bem's gender schema theory proposes that gender association is passed on through representations of male and female that allows for gender role assimilation. Markus et al. (1982) conducted research that supports Bem's gender schema theory by incorporating information in an empirical study which examined the information processing consequences of self-schemas about gender. Systematic differences in cognitive performance were observed among groups of individuals who identified with either having schematics which involved feminine, masculine, low, and high androgynous traits. The study examined individual's choices of identifying with either feminine, masculine, or androgynous that has a relation to differentiated memory for gender related information (Markus et al., 1982). Two hundred and sixty-seven student volunteers participated in the study. The results utilized Bem's BSRI (1981b) for categorizing feminine, masculine, or androgynous traits. The results revealed that masculine, feminine, and subjects that yielded high androgynous traits, tended to cluster feminine and masculine adjective more than words that carried a neutral meaning (Markus et al., 1982).

Markus et al. (1982) explored other criteria for identifying self-schemas for gender which dealt with the speed and confidence of information processing. The researchers hypothesized that individuals who associated or categorized as either masculine or feminine traits would process masculine and feminine self-related information differently, which would then lead individuals to demonstrate greater ease

and confidence in processing schema-consistent stimuli (Markus et al., 1982). The results yielded that all the participants, regardless of their classification, supported a substantial proportion of masculine, feminine and neutral adjectives. However, there were noticeable differences in the endorsement patterns of the three groups. Masculine schematics were significantly endorsed more of the masculine words (92%) than feminine words. Overall, the study revealed that there were systematic differences in the cognitive performance of groups of individuals that identified with feminine, masculine, or androgynous self-described attributes.

Conversely, Spence & Sawin (1984) chose to forego the traditional notion of masculinity and femininity and developed a theory that would be better suited for the evidence. The researchers based their theory on empirically supported premise that the diverse kinds of perceivable differences between the sexes which include male and female, are consisted of multifactorial than unifactorial in structure (Spence and Sawin, 1984). This assumption by the researchers implied that distinctive classes of gender-linked qualities and behaviors are not necessarily correlated with one another when they are frequently correlated; it may be for other reasons than the presumed link. They further hypothesized that factors determining specific gender-linked characteristics that people access and manifest are both complex and multiple Spence and Swain (1984).

Cole and Zucker (2007) formulated a study which involved the topic of African American and Caucasian women's perspective on femininity. The researchers employed the use of the Bem's (1981) gender schema theory to explore three aspects of normative femininity and whether self-rated feminism is related to feminism. The study also used

Bem to explore gender attributes among African American and Caucasian women regarding how race is related to the everyday ways that individuals do gender and how different racialized versions of femininity and masculinity might be unequally valued in our society (Cole & Zucker, 2007). The researchers collected the data drawing from many participants (N = 1130; 324 African American women and 804 Caucasian women) using trained interviewers and Computer Assisted Telephone Interview software. The results yielded that traditional gender ideology was negatively related to feminism among Caucasian women; among African American women, wearing feminine clothes was positively related to feminism (Cole & Zucker, 2007). It was also revealed that African American women scored significantly higher than Caucasian women regarding involved appearance items which involved home and clothing. African American women scored higher than Caucasian women when it came to traditional gender role ideology beliefs.

Bem (1981b) also suggested that an individual's gender difference would be formulated by the different variations of gender sex roles that are observed in the adults within a child's community. Bem's gender schema theory revolves around how sex role behaviors relate to a child's understanding of how gendered behaviors should be enacted. Gender schema theory is processed and understood through parental modeling and cultural engagement. Bem's gender schema theory is cultivated psychologically within stereotypical responses, as a child's understanding of sex role development is constructed culturally. Faqua (2015) applied Bem's (1981a) gender schema theory to identify the significance of the family composition with gender role identity and femininity expression. The study used Bem (1981) due to gender behavior development being

influenced by social interactions. The research study explored the differences between African American women who were raised in two parent households, consisting of a mother and father as well as single parent households consisting of mothers regarding gender role identity. Faqua considered why some African American women's gender role behavior was not categorized as feminine when ideals involving conventional femininity was used. The sample included 124 educated African American women who completed a survey online to assess gender role identity using the Bem Sex Role Inventory (BSRI).

Spence and Helmreich (1981) critiqued Bem's Gender Schema Theory article contradicting Bem's gender schema theory as well Bem's Sex Role Inventory (BSRI) scale which measures masculine, feminine, and androgynous traits which measure individual differences in a unidimensional construct. Bem (1981) described a unidimensional construct as the tendency to employ gender schema to process information about the self and others; in addition to being a measure of two independent dimensions which included global self-concepts of masculinity and femininity. Spence and Helmreich argue that Bem's proposal of these two dimensions was contradictory and they should either be modified or discarded. Their assessment of the empirical evidence suggests that the BSRI and other instruments measure mainly self-images of expressive and instrumental personality traits and that these trait clusters show little or no relationship to global self-images of femininity and masculinity or to unidimensional constructs such as the susceptibility to utilize gender schemata (Spence & Helmreich, 1981).

Bem responded back to the criticisms from Spence and Helmreich by writing an article explaining gender schema theory and the BSRI. Bem (1981) contested that gender schema theory proposes that sex typing is derived, in part, from a process called gender schematic processing. This processing is described as a readiness on the part of the individual to encode and to organize information which includes information about the self, dealing with cultural definitions of femaleness and maleness that encompass the society's gender schema (Bem, 1981). Bem argued that Spence and Helmreich's (1981) comment on gender schema theory puts forth no distinguishable comment on the theory itself. Bem further defended her theory by challenging Spence and Helmerich's criticism by revealing that they did not challenge the logic of gender schema theory; they did not question the appropriateness of the experimental paradigms or the dependent measures that were selected to test the theory; and they did not offer any alternative explanation for the differences between sex-typed and non-sex-typed individuals that are presented as evidence to support the theory. Furthermore, Bem (1981) pointed out that Spence and Helmreich's criticisms are not a discussion of gender schema theory but a discussion of the (BSRI) and of what Spence and Helmreich believe that the BSRI measures and does not measure.

The gender schema theory is not exempt from boundaries and criticisms that other theories endure. Gender schema theory has a hard time explaining gender schemas of those who consider themselves transgender. For example, are transgender people who identify only a few traits associated with their own sex "gender schematic" (Lindsey, 2015). The issue with this belief is that gender schema theory rests largely on the

assertion that practically everyone is gender schematic, and this belief is not possible due to different cultural beliefs. Next, gender schema theory does not explain inconsistent developmental aspects of gender-related perceptions and behaviors. Gender schema theorists would contend that due to early childhood being so rigid and inflexible regarding gender stereotyping, the path for gender intensification is set to continue to increase Lindsey (2015). Female adolescents in comparison to their male adolescent counterparts, however, are more flexible and less stereotyped in their various gender-related activities and choices (Ruble et al., 2006). Contexts regarding gender shift as environmental cues change and these changes appear to be influential on role preferences even if they are inconsistent with the gender schema beliefs within a particular culture or environment (Signorella & Frieze, 2008). Gender stereotypes may be solidified by adulthood, but there is extensive evidence suggesting that gender stereotypes tend to weaken over time (Cherney, 2005).

The present research study was guided by Bem's gender schema theory to gain a better understanding of the gender role identity of African American women in the study. The BSRI was the instrument used to measure the women's gender behavior due to its ability to consider the differences in gender role expressions through a sociocultural context that is a not part of the dominant culture (Faqua, 2015). The study's research questions included the emotional presence of a father as well as other questions involving a women's socioeconomic status and the educational attainment of her father. Past research using Bem's gender schema theory has not been conducted on these specific variables in relation to African American women. Bem's theory relates to the suggested

research because it was used to examine the extent to which perceived father's emotional presence predicted or explained variance in gender role identity among African American women aged 18 years of age or older. The research built upon to the existing theory of Bem in part because the emotional presence and dependability of a father was not studied in previous research. Most importantly research did not specifically focus on African American women but did a comparison between other ethnic groups. This is important because different cultures view and enact gender differently due to different environmental and cultural factors.

Review of Research Literature

Importance of Father-Daughter Relationships

Research findings suggest that early healthy father-daughter relationships play an important role in the emotional and behavioral outcomes later in life for women. A father's relationship with his daughter plays a significant role in his daughter's life from childhood to adolescence and significantly contributes to the validation of his daughter's growing identity as a woman (Hooper & Dallos, 2012). Present literature comprehensively suggests that the relationship that a father has with his child is significantly impactful in relation to the child's development and this is especially true regarding the relationship that a father has with his daughter. The literature also provides evidence that a father's engaged and active involvement in his daughter's early years through responsive care and stimulation, has demonstrated positive outcomes in early learning cognition, as well as socio-emotional development (Baker, 2017). Current literature is also conclusive regarding the negative effects of dysfunctional father-

daughter relationships and the long-term negative effects that it can have on the daughter through developmental stages and into adulthood (Henry et al., 2020).

Literature on past research regarding adolescent-parent relationships devalues the importance of father-daughter relationships and their development. Secunda (1992) observed, fathers can have a significant impact on daughters' development, however, out of all the family ties, the father-daughter relationship is the least understood and the least studied. However, recently many scholars have realized the importance of fathers in their daughters' lives and have found that father-daughter relationships have a profound effect on a daughters' well-being and development. Allgood et al., (2012) suggested that strong developmental outcomes are associated with strong paternal involvement with the child. Allgood et al. guided a research design that involves a three-part conceptualization of a father's involvement with his daughter which include engagement, accessibility, and responsibility.

Engagement as viewed by the researchers, involved a father's direct level of involvement of activities with his daughter which include caregiving and other shared responsibilities. Accessibility involves a father's physical or psychological availability to his child. Responsibility is labeled as providing for the care of the child, as distinct from the performance of care. Allgood et al. (2012) theorize that this three-part conceptualization of fatherhood involvement is directly associated with a sequence of pre-adolescent and adolescent outcomes which involve self-control, self-esteem, life, and social skills. Each of these involvement types are believed by the researchers to be directly related to a child's well-being and how a young adult daughter's perception of

father involvement can have either a positive or negative impact on her emotional well-being into adulthood.

The study done by Allgood et al. (2012) highlights three constructs that are intertwined to daughters' well-being, which involves father involvement, described as the quantity of time that fathers are involved in various areas of their daughters' lives, nurturant fathering, or the affective quality of fathering, and psychological well-being, defined in terms of self-esteem, life satisfaction and psychological distress. The study used a sample of 99 single females between the ages of 18-21 years of age who had lived with their fathers during the time of their adolescence and were asked to reflect on the relationship that they had with their fathers. Allgood et al. (2012) hypothesized that there will be a positive relationship between self-esteem and a daughter's retrospective perspective regarding her father during adolescence, there will be a positive relationship between life satisfaction and perceptions of father involvement and nurturing fathers during adolescents, and finally there will be a negative relationship between psychological distress and retrospective perceptions of father involvement and nurturant fathering during adolescents.

The use of retrospective reports that were provided by adult daughters assessed the level of perceived father involvement and nurturant fathering, which is based on previous research which was demonstrated individual's perceptions are uniquely formed and shaped with the experiences that each individual reported (Allgood et al., 2012). The research examined retrospective reports from a daughter's perspective opposed to a parent's perspective, which is very common in father-daughter relationship studies. The

retrospective research report also provides support for the use of nurturant fathering and father involvement, which provided a unique focus on the retrospective perceptions from adult daughters. Allgood et al. (2012) suggests that a father's involvement with his daughter undoubtedly and inversely relates to the psychological distress of the child, adolescent, young adult, and adult daughters. Additionally, the overall findings of this study provided some evidence that what might be most important, in any level of involvement, is the quality of the relationship and the degree to which it transfers a feeling of support, nurturance, and love to daughters.

According to Lamb (2010) out of all the various forms of family relationships, the father-daughter relationship is conceivably the least understood and least studied. Research has mainly focused on the mother-daughter/father-son relationship most likely due to the fact of shared gender and social roles (Brumariu & Kerns, 2010). This is unfortunate, since fathers have been shown to be influential in the development of certain developmental aspects of their children's behaviors (Lamb, 2010). However, Lamb asserted there is limited research on the role that father attachment and its influence has on the adolescent daughters' psychosocial development. The purpose of a correlational study done by Sandu (2014) used archived data to examine father attachment, social problems and social competence in adolescent girls' who endorse internalizing behavioral problems. The researchers attempted to gain a better understanding of the father-daughter relationship between the quality of father attachment and social and emotional problems of adolescent girls.

The study consisted of archival data from two Catholic high schools and consisted of 246 female participants who completed a questionnaire regarding father attachment. The results concluded that the perceived quality of father attachment, adolescent girl's social problems, and social competence each predicted internalized behavioral problems in adolescent girls (Sandu, 2014). It was also found that perceived attachment relationship quality may influence internalizing behavioral problems in adolescent girls and that a girl's social problems were negatively associated with father attachment. Conversely, the research found that adolescent girls with strong father attachment had an increase in social competence. The research study provided evidence that supported father attachment to have a connection to adolescent girls' emotional and social development. A limitation of this study involves the diversity of participants that were chosen. Out of the 246 participants used only one identified herself as being African American. The sample was not diverse and the findings did not relate to women who identify as African American due to the racial and cultural differences.

Coleman (2018) conducted a dissertation study that developed a program designed to prevent the effects of negative father-daughter relationships. The study operationally defined dysfunctional father-daughter relationships as fathers who do not regularly participate in visitation, father's that are absent in the daughter's life (e.g., physical, and emotional absence), and abusive father's (e.g., physical, verbal, and sexual maltreatment). The study then examines the effects of a dysfunctional father-daughter relationship places the daughter in an at-risk category for emotional and behavioral problems at present and/or later in life (Coleman, 2018). This study contrasts the previous

studies due to the fact that the researchers for this study focused on the effects of negative father-daughter relationships in contrast to other studies that focused on the positive effects of a woman's relationship with her father. Hooper and Dallos (2012) theorize that a father plays an important role in his daughter's life up to and through adolescence while contributing greatly to the validation of the daughter's emerging identity as a woman. The researchers also suggest that the father's contribution to the development of his daughter can pose to be detrimental when the relationship between the father and daughter is dysfunctional.

A recent study done by Alemann et al., (2019) studied the concept of male engagement as fathers to encompass their active participation and promoting and protecting their health and well-being of their children and partners. The researchers highlighted the engagement of positive father engagement with their children, especially with their daughters. This positive engagement between fathers and daughters was shown to contribute to his daughter's physical and mental health, better cognitive development, and academic achievement (Alemann et al., 2019). Furthermore, the research has found that positive father engagement can contribute to his daughter's emotional well-being and protecting her mental health against psychological maladjustment and distress (Alemann et al., 2019).

The relationship that fathers have with their children has been shown to have a significant impact on their children's development (Allgood et al., 2012). It was also found that fathers are even more involved with their children in comparison to decades ago when the father was only viewed as the breadwinner or provider (Johnson, 2016).

Past research regarding gender role development has mostly been focused on the maternal relationship and a child's development. This was due in part in how a father figure was viewed. Johnson (2016) reflected that it was thought that because the mother spent more time caring for children that the mother-child/mother-daughter relationship was more important in terms of gender role development than the relationship that a man had with his children. However, previous research has suggested that paternal relationships are just as important as maternal relationships, if not more important, and this is especially true for adolescent girls and young women (Lui, 2008). Research conducted by Lui (2008) have also found that an increase in father participation in a young woman's life was found to be associated with less stereotypical views of gender roles. Fathers who promote and engage their daughters in less restrictive gender norms tend to raise daughters who have an increased sense of well-being and higher life satisfaction as they grow into adulthood (Heise et al., 2019).

There is evidence that fathers have a significant impact on daughters' development, including gender identity development. Hedgepeth (2012) investigated the relationship between gender role identity and father-daughter relationships among African American adolescent girls and found that androgynous girls in comparison to masculine, feminine, and undifferentiated girls, reported the most positive father-daughter relationship quality. Androgynous girls also reported feeling most comfortable talking to their fathers about personal matters in comparison to girls who identify with other gender role identities (Hedgepeth, 2012). Finally, the research also revealed that young girls who identified as either being androgynous and feminine, reported spending

more time with their fathers than masculine and undifferentiated girls. Other aspects have also been shown to have an influence on the relationship quality of father-daughter relationships.

A qualitative study done by Threlfall (2013) revealed that low income fathers are constantly influenced by the stressors that are involved with living in a low-income community and are less likely to access to affordable and quality resources to help in regard to their parenting tasks. Limited employment opportunities may also affect a father's opportunity to help support his children and family financially which may cause him to feel less inclined to spend quality time with his children if he feels that he cannot support them financially (Lee, 2015). Conversely, a father who is not financially burdened may not feel the need to spend quality time with his children due to the fact that he may feel that financial support is enough, not giving his children the emotional support that they need which can have a negative effect on their self-esteem and even how they perceive their gender identity Lee (2015).

Cultural Identity and Gender Role Development

To have a detailed and effective understanding of gender role development for African American women, essential historical events must be highlighted which originate with the emancipation of slavery. Sociologist and feminist bell hooks (1981) known as a cultural analyst, contended that slavery contributed to African American women being seen as the lowest social group in society. After the subsequent end of slavery in 1863, most African American women found work as caretakers who prepared meals, served as the primary caregivers for children in Caucasian households and cleaned (West, 2008).

Roughly around 60% of domestic worker jobs were occupied by African American women during the 1960's West (2008).

The relationship between the employer and domestic worker created a racial class system that dimmed the boundaries of managerial responsibilities of another woman's home and cultivated the thought of being ranked in a lower position due to being viewed as the hired help (West, 2008). The African American woman who was the domestic worker had a tangled duality, as most African American women took care of their own families as well as having to fluctuate between the roles of authority and passiveness which began to blur the lines of gender roles for African American women (Faqua, 2015) African American women's identity development which coincided with conflicting gender role identity views, reached a paramount decade during the 1960's West (2008) The Civil Rights Acts which passed in 1964, opened up a lot of opportunities for African American women to be involved in more educational options and job opportunities (West, 2008). Additionally, the 1960's introduced the feminist movement, which brought forth the Equal Opportunity Commission (EEOC) which was started in 1968 (Shaw & Lee, 2012). The EEOC incorporated gender equality in the workplace and provided more opportunities for more women. Despite these advances, African American women held nontraditional roles in the workplace for a long time while still managing their own families; consequently, it appeared that the African American's women's needs for economic progression in job equality appeared to be overlooked at the time (Shaw & Lee, 2012). However, the concept of providing more job opportunities for African American

women at the time opened the door for more personal possibilities compared to past decades.

The 1960's not only provided change for many living in the United States, but especially so for African American women. However, African American women started to feel that their concerns regarding equality had not been adequately addressed. This was a decade of political change and African American women recreated their own image of a *bad Black woman* (Collins, 2009). This era was not only a change in political aspect, but also a change for African American women as they viewed their identity differently (Collins, 2009). More often than not, the African American woman was a female who was rarely acknowledged by the dominant culture even though her existence was engrained in American history and culture for over one hundred years; the *Black* woman was inconspicuous to the dominant society taking into account her needs or concerns (Norman, 2006). Collins (2009) asserted that African American women were rarely given the opportunities that Caucasian women were afforded and they were never viewed as being equal to Caucasian women.

The introduction of the EEOC brought forth the opportunity for women to affirm their womanhood into the dominant mainstream culture. This movement allowed African American women to recreate herself image as *bad Black woman*, which allowed African American women to identify themselves as individuals who are able to care for their families, work outside of the home, and be recognized as a woman who is equivalent to Caucasian women (Collins, 2009). The next decade which was the 70's brought negative repercussions for African American women as the number of single parent homes among

African Americans rose from 3 million in 1970 to 20 million in 2011 (U.S. Census, 2013). This was in part due to a national action public policy, whose main focus was to help urban families who were living in poverty, but actually dismantled the African American family (Thornton, 2017). The result of this was due to the revision of the government welfare, Aid to Dependent Children and Families (ADC) which provided subsidies to unwed mothers, turned out to weaken the close and intimate relationship between African American families Thornton (2017). This program allowed African American single mothers to receive support from the government, leaving no financial assistance for the fathers (Thornton, 2017). These particular social programs were designed to support single mothers and not families who were considered low income as this damaged how the African American male was viewed, which discouraged women to have established marital relationships due to the women possibly losing their assistance from the government Thornton (2002). Changes in civil rights, increased employment options, and growing responsibility for single mothers, African American women's gender role identity was certain to be transformed.

African American Women's Socialization of Gender Role Development

Most individuals are socialized when it comes to responding and conforming to gendered behaviors (Shaw & Lee, 2012). The majority of industrialized countries have a set or standard that males and females should adhere to when it comes to the gender categories of either *acting like a man or acting like a woman*. The contrasting point of positions that characterize either male or female are engrained in American society Shaw and Lee (2012). Kiesling (2005) asserted that the dominant culture proposed the structure

for gendered and feminine standards in America; a cultural of euro-centric ideals from Caucasian men. Consequently, minorities' ideals of femininity and gender roles were excluded, and all women were expected to adapt to the dominant culture standards which were based on Caucasian ideals (Kiesling, 2005). The role of gender role expectations has been developed around gender bias, racism, and classism all of which are social experiences that have has a preponderance of impacts ethically (Mcclain, 2011). The construction of gender role views is a transformable social construction and it must be clarified as to what consists of being *female or male* (Kiesling, 2005).

African American women did not create the traditional standards of feminine gender role views and feminine standards (Collins, 2009). Conceivably, for African American women there is more of a stigma for being strong-minded because this trait is not seen as being "feminine" in the view of traditional gender role standards. The African American family system gender differentiations between male and female roles are different than the dominant culture, and male and female differentiation has been found in African American family roles (Olsen, et al., 2013). The categorization of gender roles for African Americans is part of a *gender ranking* which can be presumptuous on self-image and gender role identity causing an acclimatized form of femininity (Kassin et al., 2013). Young African American girls develop into women due to their unique experiences and these experiences have not been accounted for in the differences in gender role development. Women within the African American culture must encounter the belief of femininity that was internalized and established by the dominant culture, Caucasian men (Nelson, 2011).

Most psychological theories are developed by Caucasians, are solely based on traditional family views and a home with two heterosexual married parents (Olson et al., 2013). In order to have an educated understanding of African American families, there must be sociological studies that revolve around the core values that understand the dynamics of African American families and the components of their gender role expectations and roles within the family system (McCain, 2011). In a study done by Fuqua (2015) the relationship between family composition and gender role identity, mainly focusing on the expression of femininity, was the essential focus. Bronfenbrenner's (1986; 2005) ecological theory revealed that a child's environment plays a major role in their social and psychological development. The study also incorporated gender schema theory to suggest that the social and cognitive processes which are involved with children's gender beliefs are developed as a result of adult gender norms that are perpetuated within the culture (Bem, 1981b).

Fuqua (2015) provided research findings from a quantitative casual comparative design study which focused on the possible relationship of family relationships, and environmental factors on gender role development among African American adult women. An ex-post facto design was implemented to determine the relationship on gender role identity and feminine expression by comparing two types of family environments between two groups which included single female heads of households and female and male heads of households (Fuqua, 2015). The parental influence took place prior to the study while the ex-post facto design was appropriate in determining the relationship on family composition on an adult women's gender role identity (Fuqua,

2015). Participants included 124 African American women between the ages of 25-69 years of age and who identified with American culture which included African decent heritage as well as included bi-racial, multiracial, and Caribbean women; all of the participants were educated with at least a baccalaureate degree and were at least 25 years of age due to past research on gender role identity focusing solely on adolescents and college aged individuals (Faqua, 2015). The results yielded results that were consistent with previous research that African American women identified with femininity differently within households that included both male and female presence.

According to Wilson (2017), African American fathers are often stereotyped as absent and uninvolved with their children because they may not live in the home with their child. The research contends that researchers cannot study African American families through a Eurocentric viewpoint, and in order to have a clear understanding of African American families, it is important to understand the sociopolitical experiences of African Americans. Distinctively, racism, poverty, and discrimination have significantly impacted African American families (Wilson, 2017). Wilson (2017) affirms that during slavery, African American families lived together in two parent families. Many families were separated, and many African American families were kept from having meaningful relationships with their children due to being intensely overworked, treated harshly, and sent to other slave owners.

Conversely, Johnson (2010) aimed to understand the influence that African American fathers had on their daughters' conceptualization of fatherhood and womanhood. Utilizing a qualitative research design, based on 79 in-depth qualitative

interviews of African American women who were college educated between the ages of 18-22. A comparison of women from two parent households and households headed by a single parent mothers, constructed narratives of their experiences with their fathers. Johnson's (2010) research aimed to consummate three objectives which included: how African American women actively work to deconstruct and navigate dominant images and images of African American fatherhood, to discuss the contribution that African American fathers had on their daughters' sense of womanhood (as described by respondents), and to link the findings with federal policy initiative.

Wilson (2017) studied the attachment style of adult African American daughters. The research revealed that a large percentage of the research participants endorsed having a secure attachment style with their biological fathers. Conversely, a very small number of participants endorsed insecure biological father-daughter attachment styles consisting of dismissive (25%), fearful (10%), and preoccupied (5%) (Wilson, 2017). The results revealed that daughters endorsed higher levels of anxiety and avoidance scores in their attachment style with their biological father compared to other relationship dyads. A daughter's dismissive attachment style with their biological fathers may represent the result of damage in the attachment security that she has with her biological father (Wilson, 2017).

Over the past few years, fatherhood has been defined in the United States in less rigid terms, and gender role ideals related to fatherhood have evolved into more caregiving and nurturing roles (Lamb, 2012). However, studies related to African American men and fatherhood have examined the process in which racialized gender

images have influenced the roles and meanings that African American men and their families make of fatherhood and the roles that African American men have within their families. Johnson (2010) examined African American father-daughter relationships and how it may present an ideal family relationship for examining gaps in research regarding African American fatherhood as well as allowing for the exploration of cross-gender interactions, gender ideology, and an understudied African American father-daughter relationship. Johnson (2010) also examined the meaning or roles of how gendered messages African American women received from their fathers meant to them. The quantitative data that was collected from the women in the discussion emphasized that regular, cumulative, involvement is important if fathers want healthy, productive relationships with their daughters.

Johnson (2010) further pointed out that the women in the study demonstrated that they believed about dominant notions of fatherhood and the distinctiveness of African American fatherhood as they attributed meaning to the family role and contemplated their experiences with their fathers. The women in the study also asserted that they felt that their fathers socialized them into controlling images of African American femininity. On the other hand, many women emphasized the importance of having access to their father or father figure and when they contemplated or expressed the loss of their father, many expressed that they discussed their value socially or their abilities within the context of having access to a socially valued figure, the father (Johnson, 2010). The narratives that were recorded from the women in the study revealed that the women were not looking for perfect fathers, they just did not want fathers who were uninvolved in their lives.

Young women of all racial/ethnic backgrounds within a multicultural society develop an awareness of and are prone to engage with mainstream gender ideologies. Despite the differences in racial/ethnic backgrounds, women may feel pressure to conform to the dominant cultures gender ideologies that are so engrained in American society (Cole & Zucker, 2007). Cole and Zucker (2007) asserted that due to gender being socially constructed, different views of gender and femininity may have been maintained across social changes in contemporary American society. Within the African American community, there is a historical legacy of respect and encouragement for African American women when they integrate certain traits and behaviors that are incompatible with traditional feminine gender roles such as strength, assertiveness, wage labor, and community leadership (Cole & Zucker, 2007). Conversely, Thomas' (2009) research study examined the role of gender ideology among African American women and their mental health outcomes. Previous research indicates that the traditional gender role endorsement is associated with poor mental health outcomes, which include depressive symptomology (Thomas, 2009). The research expanded on previous literature that examined contributions that were specific to mainstream gender ideals and cultural influences.

Certain characteristics that may play a role in how African American women view gender role ideals in comparison to Caucasian women as well as explore the diversity of African American women and how their ethnic belonging may influence the way they view feminine gender role ideals. Lastly, the study aimed to find out if women who possessed high levels of ethnic belonging would be more likely to offer a stronger belief

of less stereotypical gender role views in relation to those with low levels of ethnic belonging or Caucasian women. The study found that there was not statistical evidence that suggest that the notion of the “Strong Black Woman” stereotype was associated with depression or life satisfaction (Thomas, 2009). Thomas revealed another interesting finding within the study revealing that the endorsement of traditional gender roles was associated with better mental health for African American women, which included a decrease in symptom which were associated with depression as well as reporting a greater sense of well-being. Gender role beliefs among African American women compared to Caucasian women may also differ due to the differences in their social and cultural context due to experiences related to discrimination and other biases associated with ethnicity and gender (Belgrave, 2019).

African American women encounter inequities in many different domains influenced by gender role beliefs including education, health, and unemployment (Belgrave, 2019). A culturally appropriate and valid way of assessing gender role beliefs among African American women has important ramifications for understanding and improving an African American woman’s well-being. There has been some convergence among women in the United States, and the gender role beliefs of African American women due to socialization and how they may have been raised. Research suggests that African American women are raised to assume both feminine traits which include nurturing and caring, as well as masculine traits which include self-reliance and assertiveness (Belgrave, 2019). These ideologies are most likely shaped during childhood and adolescence as most African American girls are socialized by their mothers or elders.

Critique of the Previous Research

Previous research has attempted to identify the roles of fatherhood within the African American community. Specifically, among African American women the relationship that they had with their fathers and a father's role regarding their influence on his daughter's gender role views as an adult, has almost been non-existent in the research literature. Parental influence, especially the role of a father in his daughter's life has not been studied extensively within the African American community. There is a minimal amount of research on father-daughter dyads in the African American community compared to mother-daughter and father-son relationships. For example, a study done by Matthews-Armstead (2010) explored the impact of African American fathers being absent from or incarcerated in their daughter's lives. Much of the research done on father-daughter relationships focused on middle-class Caucasian women who came from two parent heterosexual households. Campbell and Winn (2018) conducted research on the relationship that residential fathers and stepfathers had with their daughters, where the majority of participants from the study identified as being Caucasian with 3% identifying as African American. These findings lacked cultural diversity and failed to provide research on women from ethnically diverse backgrounds. A study of gender role patterns and how African American women develop their gender role beliefs is important due to the lack of literature regarding the subject of gender role identity and emotional presence. Additionally, the current research addresses a need to examine the complexities of gender role identity among African American women and how a father's presence may offer a significant aspect to the gender role beliefs among African American women.

In past research, African American women and their fathers have been studied regarding gender research. However, past studies that look at father-daughter relationships among African American women involve fathers who are absent from the home and how being fatherless in the African American community affects sexualized behaviors. Nelson (2013) imparted that societal perceptions of African American women have labeled African American women as being assertive, angry, outspoken, and looked at as being overly sexualized. These stereotypes presented in African American women have been misunderstood, one-dimensional, and seen as less feminine compared to the dominant culture view of femininity (Collins, 2011). The stereotypes lack consideration in cultural beliefs, historical events, and ethnic differences for the African American girl developing into the African American woman (Collins, 2011). These findings present a need to examine gender role identity as an ethnic social construct when researched among African American women. A research study involving gender role identity and the emotional presence of a father is important due to the noticeable absence of literature on the subject.

Summary

The literature revealed the importance of father-daughter relationships and how this relationship shapes a young woman's self-esteem and gender role ideals. Past research that focused on father-daughter relationships revealed that this relationship can have a major impact in their daughter's lives that carry into adulthood by simply taking interest in their lives (Lamb & Tamis-LeMonda, 2012). Most studies regarding father-daughter relationships were done on middle-class families who identified as being

Caucasian. Studies involving African American father-daughter relationships focused on fathers that were not present in the home. Gender role views among African American women were also reviewed in the literature and revealed that the gender role views of African American women were found to be viewed differently compared to Caucasian women. Gender role ideologies among African American women often accentuate independence, strength, and resilience (Belgrave, 2019). The history of African American women in the United States, was found to shape how gender was viewed and enacted in comparison to the dominant culture's view of gender. In comparison to past studies, the present study focused on the emotional presence of a father which is defined in this research as being dependable, involved, and engaged specifically among African American women aged 18-55. The research provided much needed insight into how all aspects of an African American woman's relationship with her father may impact how she views her own gender role identity which is absent in research literature. The next chapter is the methodology section which will describe how information on gender role identity and father emotional presence was collected.

Chapter 3: Research Method

Introduction

The purpose of this study was to examine if father's emotional presence (dependable-feelings about the father; involved-perception of father involvement; engaged-father engagement) were correlated with the gender role identity in African American women aged 18 years of age or older. The socioeconomic status (working class, middle class, professional class) and educational attainment levels (high school/vocational training, college educated) of a woman's father were also studied to determine how much variance they predicted or explained gender role identity. Additionally, a combination of the independent variables (dependability, involvement, engagement, socioeconomic status, educational attainment level) of the father was also examined to determine how much variance they predicted or explained in the gender role identity of African American women aged 18 years of age or older. This chapter consists of a detailed explanation of the research design and rationale, the role of the researcher, methodological procedures, rationale behind participant selection, instrumentation, recruitment procedures, participation and collection of data, and data analysis plan. Issues of trustworthiness and ethical procedures were also discussed.

Research Design and Rationale

The nature of the study is quantitative, with a non-experimental design using survey methodology. Non-experimental research does not prove causality, as the goal is to describe phenomenon, explore and explain relationships between two variables (Creswell, 2014). The independent variables that were used in this study include: (a) type of father's emotional presence (involved, dependable, and engaged), (b) socioeconomic

status of a woman's father growing up (working class, middle class, professional class), and (c) educational level of their father (i.e., high school/vocational training; college-educated). The dependent variable is gender role identity. The overall goal of this research was to uncover whether a father's emotional presence (dependable-feelings about the father; involved-perception of father involvement; engaged-father engagement) was correlated with gender role identity in African American women aged 18 years of age or older. The study focused on exploring the correlation between the 3 types of father emotional presence and gender role identity. Socioeconomic status and educational attainment level were also examined to determine how much variance they predicted gender role identity. Additionally, socioeconomic status, educational attainment levels, and the 3 types of father emotional presence (dependability, involvement, engagement) were examined to determine how much the combination of these variables explained or predicted gender role identity in African American women aged 18 years of age or older.

Prior research has identified African American women as having masculine or androgynous traits in relation to gender role behavior (Cole & Zucker, 2007). Collins (2004) purposed that due to racism and sexism, African American women were the ones, opposed to fathers, raising children on their own without a father-figure. It was also found in past studies that African American women raised their daughters differently than their sons when there was no father figure around and their focus was raising strong resilient daughters while also promoting their independence as well as academic excellence. However, with the lack of father presence, the balance of gendered sex-role

behavior seemed to be lacking (Collins, 2004). The current study focused on examining the relation between father's emotional presence and daughter's gender role identity.

Methodology

Sampling and Sampling Procedures

Participants

The population of the study consisted of African American women who attended an online metropolitan university and who were between the ages of 18 years of age or older. The population consisted of undergraduate and graduate African American women who were currently attending the university. The size of the target population of African American women who currently attend the university was 15,734 (waldenu.edu, 2020-2021). The study was a cross-sectional analytical study that utilized a purposeful sampling design. The following criteria were met by participants in this study: (a) self-identification of being African American, (b) female, (c) 18 years of age or older. These criteria were important to the study because the research findings specifically focused on African American women aged 18 years or older, in order to provide much needed insight into how all aspects of an African American woman's relationship with her father may have an impact on her views regarding her own gender role identity beliefs. The participants in the study were enlisted from an online metropolitan university on a voluntary basis and were recruited through the university's online Participant Pool which is a bulletin board that connects researchers to participants. The participants were notified of their eligibility through the online bulletin board and email when they met the criteria for the proposed study. A power analysis revealed that for a female population of $N = 15,734$ African American females who attend the university, with 5 predictors, a

confidence interval of 95%, and a margin of error of 0.05%, the proposed study would require at least 57 participants (GPower, 2019).

Procedures for Recruitment

Potential participants found out about the study from the university's online participant pool, which advertises research studies for students and faculty to voluntarily participate in. Participants were provided an informed consent form which provided information about the study, a confidentiality discussion, participation procedures, the voluntary nature of the study, and ethical concerns. The volunteer participants who were chosen for the study were asked to complete an informed consent form. The study utilized a purposeful sampling design, and participants were gathered from a voluntary sample of African American graduate and undergraduate women who attended the university and fit the criteria of the proposed research. Participants were also asked to complete a demographic survey asking about their father's educational attainment level and their father's socioeconomic status growing up. The data was collected online through web-based questionnaires. The demographic survey took approximately one minute to complete. The Bem's Sex Role Inventory (BSRI) and the Father Presence Questionnaire (FPQ) took about five minutes to complete. The participants exited the study and were debriefed and thanked for their participation at the completion of the questionnaire. The debriefing forms included the title of the study, researcher's name, and contact information, an explanation of the study, provided an opportunity to withdraw their consent to participate or withdraw their responses from the study, explained the anticipated results of the study, as well as offer to provide them with the study results if interested.

Instrumentation

Study participants were asked to complete a survey to acquire the demographic information which asked for the following criteria to be met by participants in order to be eligible for the study: (a) self-identification of being African American, (b) female, (c) 18 years of age or older. This information also included: father's educational attainment level and a woman's father's socioeconomic status growing up. Other information that was collected included the woman's self-identified race, self-identified sex, her age, whether she had a father or father figure in her life, her father's educational attainment level, his socioeconomic status, gender role identity for the participant, and perceived father presence during her adolescence. The women were asked to provide this information in order to analyze these variables and to see if they were correlated with her perceived emotional presence from her father growing up and her gender role identity.

Father Presence Questionnaire (Krampe & Newton, 2006)

The study done by Krampe and Newton (2006), father presence is defined as a type of emotional entity that incorporated levels of a father's emotional presence as either being dependable, engaged, and involved (Krampe & Newton, 2006). The Father Presence Questionnaire is a 10-scale instrument that investigates a daughters' or sons' experience with their biological father from their childhood and analyzes these experiences from an adult perspective (Krampe & Newton, 2006). The instrument focuses on the relationship with a biological father. Ten scales are classified into three different domains which include the relationship with the father, intergenerational family influences and beliefs about the father. The relationship with the father category comprises of five subscales which include the mother's support for the relationship with

father scale, feelings about the father, perception of father's involvement, physical relationship with father, and intergenerational family influences. The second subscale involved belief about the father which involved, conception of God as father and conception of father's influence. The last domain involved three subscales which involve a mother's relationship with her father from a positive perspective, mother's relationship with her father from a negative perspective and father's relationship with his father. The main focal point of father presence in the research study done by Krampe and Newton (2006) involved the child's relationship with the father. In the current study, the relationship with the father involves the levels of emotional presence that a father had in his daughter's life growing up and her perception of how involved her father was in her life. Additionally, the current study defines emotional presence as a father being involved, engaged, and dependable.

An extensive range of behaviors and attitudes regarding the perception of the adult child are analyzed in the study done by Krampe and Newton (2006). Scaled at an ordinal level, each item of the FPQ was succeeded by five possible responses that included: never, seldom, occasionally, frequently and always (Krampe and Newton, 2006). Additionally, their research analyzed one subscale, the perception of fathers' involvement which are also identified as independent variables of the hypothesis H₁ and H₀. The main feature of the FPQ involved the "Relationship with the Father" subscale which is composed of five components including affective, behavioral, and perceptual/conceptual elements (Krampe & Newton, 2006). These subcategories were operationalized as daughters' feelings about the father, their physical relationship with

their father, their perceptions of their father as seen from an adult perspective involvement with them as children and the father-mother relationship. The physical relationship with the father involves the physical bond shared by a child and their male parent. This measure was scaled at the ordinal level and included 9-items. The questions addressed a woman's views on how she viewed her physical relationship with her father. For example, "My father hugged and/or kissed me, "My father would hold my hand;" responses included answers such as never, seldom, occasionally, frequently, and always (Krampe and Newton, 2006). The second perception measurement of fathers' involvement included questions such as "My father helped me think about my future" and "My father helped me learn new things." This measure included 25 - items.

Grouped into three domains, the FPQ is composed of factors involving father's presence which include the components involving the relationship with the father, beliefs about the father, and intergenerational family influences were evaluated for reliability and validity (Krampe & Newton, 2006). The 10 scales that were created for the FPQ generated reliabilities of .89 or higher. The FPQ was carefully evaluated and sampled on a population consisting of 33% White, 30% Hispanic, 21% Asian, 2% African American, 4% Pacific Islander, and 14% of either mixed percentage or unknown in southern California (Krampe & Newton, 2006). The original scale was categorized in three factors which included relationship with the father, beliefs about the father, and intergenerational influences. The items that were measured for validity included the correlation matrix of all ten scales, the item-to-total correlations, confirmatory factor analysis of the items representing two of three higher-order factors excluding intergenerational family

influences due to missing data, and the examination of the relationship of the FPQ scales to other indicators that were validated involving family relationships were analyzed for true validity. The factor analysis was utilized to calculate the above factors. The data illustrated a comparison of a model that combines a two-scale analysis (relationship with the father domains and beliefs about the fathers) which displayed a higher order factor analysis and supports accordingly the construct validity of the conceptualized framework. To summarize, the relationship validity of the relationship with the father domain is constituted by its correlative ability from the beliefs about the father and intergenerational family influence as well as displaying a strong pattern within domain relationships.

The 3 levels of father presence used in the present study were dependability, involvement, and engagement were measured by questions from the FPQ. Three subscales were used in the present study: *Dependability* - Feelings about Father Scale - (Feelings about Father-10 items), *Involvement* -The Perception of Father's Involvement Scale (Perception of Father Involvement-14 items), and *Engagement* -The Physical relationship with the Father Scale (Physical Interaction/Engagement- 9 items). Sample items include "I felt close to my father," "My father and I participated in activities or hobbies together," "My father hugged and kissed me." All items were assessed in Likert format ranging from 1 (Never) to 5 (Almost Always), with higher scores on each item indicating greater perceived psychological presence. A cumulative score for each scale was produced and a total FPQ score was derived from the sum of the three scales. Higher scores indicated greater perceived experience, with a maximum composite FPQ score of 370 (Krampe & Newton, 2006). A full list of the items used are provided in Appendix F.

Bem's Sex Role Inventory

For over 35 years, the Bem Sex Role Inventory (BSRI) has been acknowledged to measure gender sex role characteristics. To challenge the culturally desirable stereotypical characteristics for males and females, Bem developed the BSRI (Bem, 1981a). Bem (1976, 1981a) contended that an individual could bring variations of gender depending on that individual's situation, while also challenging the assumption of binary differences for the gender sexes. Bem (1976) instituted the process of psychological androgyny with the development of the BSRI while also signifying that an individual can be both assertive and compassionate; Bem (1981) proposed that gender roles are situational. The BSRI classifications which were developed in (1976), still depict gender sex role types from gender behavior when participants describe gender traits (Chu, 2007). The origin of the BSRI was originally developed to measure psychological androgyny, however, the BSRI identifies sex role orientation from a sociocultural perspective as well.

Bem (1974) reported high internal consistency and test-retest reliability of the BSRI. The alpha coefficients that were computed for femininity and masculinity revealed high reliability scores ranging from: Masculinity $\alpha = .86$; Femininity $\alpha = .82$). The BSRI test-retest reliability within a sample of 28 males and 28 females was demonstrated to be extremely reliable over a four-week period (Masculinity $r = .90$; Femininity $r = .90$; Androgyny $r = .93$) (Bem, 1974). Later research efforts developed by Bem, evolved into the short form or the BSRI (Bem, 1981), in which half of the items that were utilized in the original instrument were eliminated to form a 30-item inventory. The internal consistency of the short form was higher than the original and items from the

original, which eliminated the items that demonstrated poor item-total correlations that involved the femininity and masculinity scales were discarded.

Though faced with criticism, the BSRI has been used and remains a popular instrument to measure gender related issues over the last four decades (Faqua, 2015). Chu (2007) proposed that when participants characteristics change, which involve their sex, age or ethnicity, there was found to be a difference in their responses. Harris (1996) used the BSRI to measure cross-cultural behavior and found that there was a variation that was displayed among the ethnic groups which included African American and Caucasian participants. Harris (1996) also found that each group reported different explanations for appropriate gender role behavior, however, the responses were similar within each ethnicity. Faqua (2015) specified that in many research studies in which gender is measured, the BSRI is the preferred instrument to measure gender behavior as it captures the sociocultural context of patterns gender role expression.

The FPQ consist of ten scales that are classified into three different domains which include the relationship with the father, intergenerational family influences and beliefs about the father. The relationship with the father category comprises of five subscales which include the mother's support for the relationship with father scale, feelings about the father, perception of father's involvement, physical relationship with father, and intergenerational family influences. The second subscale involved belief about the father which involved, conception of God as father and conception of father's influence. The last domain involved three subscales which involve a mother's relationship with her father from a positive perspective, mother's relationship with her

father from a negative perspective and father's relationship with his father. The FPQ takes about 60 minutes to complete.

Data Analysis Plan

Following the data collection process, the data results went through a process of data cleaning. Data cleaning is an essential part of the intricate process involved in preparing data for analysis (Salkind, 2010). Data cleaning is a subsection of data preparation which involves test scoring, matching file data, case selection and other vital operations that are necessary to prepare data for analysis. If there is missing or incorrect data information, serious threats to the reliability and validity to the outcome of the study will arise. Numerous problems can be avoided through careful survey and study design by utilizing watchful monitoring and data cleaning during the study which can catch potential problems while they can still be fixed Salkind (2010). Data cleaning opportunities are dependent on the study and data collection methods that are utilized. Managing data cleaning during the progression of the study allows the researcher(s) to obtain missing data and avoid costly data cleaning at the end of the study Salkind (2010).

The data was screened by using demographic information that was collected which included the woman's self-identified race and sex, her age, whether she had a father or father figure in her life, her father's educational attainment level and his socioeconomic status during his daughter's adolescence. The proposed study utilized questionnaires that involve the collection of demographic information. The answer to these questions were screened and cleaned by first asking the question of whether the individual is willing to participate in the proposed study. If the individual was willing to

answer the demographic questions but refused to participate in the study, then her responses were not examined and removed from the data set. Another data cleaning assessment that was utilized involved data inclusion. Data inclusion screening was used to see if the participant fit the inclusion criteria for the research study. If the participant did not fit in the inclusion criteria for the study, then her responses were not examined and removed from the study. Data was screened for cases that were missing three or more responses. For data that was missing one or two responses, multiple imputation was used to fill in the missing response data. Survey questions that were missing three or more responses, were deemed incomplete and were deleted from the study.

Research Questions

Research Question 1: Is there a significant correlation between each of the three types of father emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older?

H₀1: There is not a significant correlation between each of the three types of father's emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older.

H_a1: There is a significant correlation between each of the three types of father's emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older.

Research Question 2: Do socioeconomic status and educational attainment level of the father predict significant variance in gender role identity among African American women aged 18 years of age or older?

H₀2: The combination of socioeconomic status and educational attainment level of a woman's father does not predict significant variance in gender role identity among African American women aged 18 years or older.

H_a2: The combination of socioeconomic status and educational attainment level of a woman's father does predict significant variance in gender role identity among African American women aged 18 years or older.

Research Question 3: Do socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) predict significant variance in gender role identity among African American women aged 18 years of age or older?

H₀3: Socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) does not predict significant variance in gender role identity among African American women aged 18 years of age or older.

H_a3: Socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) does predict significant variance in gender role identity among African American women aged 18 years of age or older.

Statistical Tests

SPSS statistical software was used to conduct a correlational analysis to analyze the relationship between father emotional presence (dependable, involved, engaged), and

gender role identity in African American women aged 18 years of age or older. A bivariate regression analysis was used to test the correlation between father emotional presence and gender role identity. A multiple regression analysis was utilized to determine the amount of variance the independent variables (socioeconomic status, educational attainment level) used explain or predict in the dependent variable of gender role identity. Additionally, a multiple regression analysis was used to predict the variance between father presence, socioeconomic status, educational attainment level, and gender role identity in African American women aged 18 years or older. The results were interpreted through bivariate and multiple regression analyses to measure the relationship and predicted variance between these variables.

Threats to Validity

When conducting quantitative research, threats to internal and external validity can raise questions about conclusion and outcome of the experiment being presented. Researchers need to identify potential threats to the internal validity of their proposed experiments and outline their research for such threats to be minimized or potentially not arise (Creswell, 2014). A possible threat to internal validity that can arise during the proposed research project involve participants dropping out during the study or wanting to withdraw their participation during the research process. This will may cause the relationship more or less likely within the remaining data that is collected. To address this threat, the researcher will make sure that a large enough sample is recruited (more than 30) in order to account for the participants who dropped out in comparison to those participants who chose to continue to participate in the study.

Ethical Procedures

Extensive effort was made to make sure that this research was conducted in the most ethical way possible. To minimize potential harm to participants in the study, I ensured that they understood the nature and purpose of the study, the study was volunteer based, their results would be kept and saved in a confidential manner, and any unexpected harm would be addressed and evaluated by me. Written consent forms were provided at the beginning of the study to explain participant involvement in the study as well as to inform them that their participation in the study was fully voluntary based. Prior to completing the questionnaires, volunteers were required to sign the consent forms. The data was analyzed using the latest version of SPSS software and was password protected to allow me to analyze and input the data that was collected from the volunteer participants.

Prior to conducting the proposed research study, IRB approval was completed to work with human subjects. The identity and responses of the participants remained anonymous and confidential, and it was not possible for myself as a researcher or anyone else to identify the participants who took part in the study. For the study participants to remain free from harm, the dignity and respect of the participants was a main priority as well as making sure that the participants full written consent was obtained prior to the study. I made sure that the communication between the participants pertaining to the study was conducted in a transparent and honest manner. The researcher informed the participants they should not expect that any harm would result from their participation in the study. Lastly, the participants were provided with information to the university's

support services website in the event that they experience any psychological discomfort from the research study questions. The research consisted of voluntary participation, which allowed the participants to withdraw from the study at any time. If participants chose to leave the study, they were to follow the instructions given on the informed consent form. Once a participant withdrew or failed to answer enough questions, their responses were destroyed and they were no longer considered part of the research study.

Protections for confidential data was extremely important. Participant data was stored via electronic files which were stored on a personal hard drive that was password protected. Myself and my dissertation committee were the only ones who had access to the research participants data. The data of the participants was destroyed once the research was complete. The study was completely voluntary and no incentives were provided.

Summary

Considerable factors related to the methods utilized in the current study were discussed in this chapter. The research design method included the rationale and research design, methodology, instrumentation, threats to validity and ethical procedures. The next section chapter 4 will introduce and discuss the results of the study.

Chapter 4: Data Collection and Analysis

Introduction

The purpose of this study was to examine if there was a correlation between each type of father's emotional presence (dependable, involved, engaged) and a woman's gender role identity in African American women aged 18 years of age or older. A bivariate regression analysis was used to test the correlation between father emotional presence and gender role identity. A multiple regression analysis was utilized to determine the amount of variance the independent variables (socioeconomic status, educational attainment level) used explain or predict in the dependent variable of gender role identity. Additionally, a combination of the independent variables (dependability, involvement, engagement, socioeconomic status, educational attainment level) of the father was also examined to determine how much variance they predicted or explained in the gender role identity of African American women aged 18 years of age or older. Following the data analysis, the results were presented, which include the descriptive statistics, preliminary analysis of demographic data, data cleaning, and an analysis of the research hypothesis. Hypotheses 1 was tested using a bivariate regression analysis. Hypotheses 2 and 3 were tested using a multiple regression analysis. The chapter will conclude with a summary of the data analysis results.

The research questions and hypothesis leading this research study are as follows:

Research Question 1: Is there a significant correlation between each of the three types of father emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older?

H₀1: There is not a significant correlation between each of the three types of father's emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older.

H_a1: There is a significant correlation between each of the three types of father's emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older.

Research Question 2: Do socioeconomic status and educational attainment level of the father predict significant variance in gender role identity among African American women aged 18 years of age or older?

H₀2: The combination of socioeconomic status and educational attainment level of a woman's father does not predict significant variance in gender role identity among African American women aged 18 years or older.

H_a2: The combination of socioeconomic status and educational attainment level of a woman's father does predict significant variance in gender role identity among African American women aged 18 years or older.

Research Question 3: Do socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) predict significant variance in gender role identity among African American women aged 18 years of age or older?

H₀3: Socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) does not predict significant

variance in gender role identity among African American women aged 18 years of age or older.

H_{a3}: Socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) does predict significant variance in gender role identity among African American women aged 18 years of age or older.

Data Collection

Over a 3-month period in the spring and summer of 2020, 178 participants from a metropolitan university, who were African American women aged 18 and older, completed informed consent forms, demographic surveys, and survey questions from the Father Presence Questionnaire (2006) and the Bem Sex Role Inventory (1981a). Of the 178 participants, 135 responses were deemed eligible for further data analysis. Out of the 178 initial participants, 135 met the following criteria: (a) self-identification of being African American, (b) female, (c) 18 years of age or older. The demographic information also constituted of the level of educational attainment of a woman's father and the socioeconomic status of a woman's father from her childhood. The data collection did go as planned. There were surveys that had incomplete data responses or surveys that were left blank. For these survey responses, the data was either deleted completely from the study or imputed. Survey responses that could be imputed were missing no more than two responses from the survey. Survey questions that were missing three or more responses, were deemed incomplete and were deleted from the study.

Data imputation is a way to deal with nonresponse bias or missing research data that happens when people fail to respond to a survey (Glen, 2017). It is the substitution of estimated values for missing or inconsistent data items (fields) (Kleinke, 2020). This was achieved by running a descriptive statistical analysis and determining whether the missing data was related to a specific variable. Next, a skewness check was run to see if the distribution of variables was normal or skewed. The analysis revealed that there was a skewed pattern among the missing data, and multiple imputation was run to replace this missing data. Difficulties were limited as participants were able to have easy access to the survey through the survey link provided by Survey Monkey.

Description of the Sample

Students, staff, and faculty from a large Metropolitan online university were invited to participate in the study via the university's Participant Pool. The data collection period lasted for three months. One 178 participants signed up for the study. Of the 178 participants, three began the survey but did not complete the survey. In addition, 43 participants needed to be eliminated as they had incomplete surveys. One participant did not self-identify as being a woman and her responses had to be eliminated due to her not meeting the demographic criteria for the study. The final number of participants was 135. There were 135 participants (100%) who self-identified as African American. The participants ($n = 135$) answered demographic survey questions as well as questions from the Father Presence Questionnaire and the Bem's Sex Role Inventory. All of the respondents were female and had father's or father figures in their lives growing up. The

sample consisted of a homogeneous group of African American women that was representative of the sample of the population of interest.

Sample Demographics

Descriptives

There were 178 participants in the study. 135 responses were recorded in the final analysis of the study. Multiple imputation was used on the data that was missing at random and was missing no more than two responses. If the data were missing two responses or less, the data was imputed and used in the survey. Five multiple imputations were run using a linear regression model. The maximum number of parameters in the imputation model was one hundred. Roughly 100% of the participants reported that they were 18 years of age or older. A summary table of participant demographics is presented in table 4.1.

Table 4. 1 Summary of Participant Demographics (N = 135)

Participants	N	%
Born Female	135	100
Identify African American	135	100
Self-Identify as a Woman	135	100
Had Father Figure	135	100

Participants reported various educational attainment levels for their father's growing up. The majority of participants reported that their fathers completed high school or had some type of vocational training (see Table 4.2).

Table 4.2 Educational Background of Fathers ($n = 135$)

Characteristic	N	%
High School/Vocational Training	79	59.8
College Educated	40	30.3
None of the Above	13	9.8

The socioeconomic status of a woman's father growing up was examined. More than half of the participants reported that their fathers were either working class or middle class. Of the remaining participants, 9.8% of respondents reported that their fathers or father figures belonged to the socioeconomic category of professional class (see Table 4.3).

Table 4.3 Socioeconomic Status of Fathers ($n = 135$)

Characteristic	N	%
Working Class	63	47.7
Middle Class	56	42.4
Professional Class	13	9.8

Results

Research question 1. The research question sought out to determine if there was a correlation between the type of perceived emotional presence that a father provided and a woman's gender role identity. The null hypothesis predicted that the type of emotional presence that a father provided is not significantly correlated with gender role identity among African American women aged 18 years and older, as measured by the Bem Sex Role Inventory (1981a) and the FPQ (2006). The alternative hypothesis predicted that the level of emotional presence that a father provided is significantly correlated with gender role identity among African American women aged 18 years and older, as measured by the Bem Sex Role Inventory (1981a) and the FPQ (2006). To test this hypothesis a bivariate regression analysis was performed. The first type of father's emotional presence that was examined was dependability (feelings about father). A bivariate regression analysis was conducted to evaluate the correlation between dependability and gender role identity. The overall regression for dependability was statistically significant ($F(1,133) = 32.537, p < .000$), with an r of .44. The overall regression for involvement was statistically significant ($F(1,133) = 30.605, p < .000$), with an r of .43. The results found that engagement and gender role identity were significantly correlated ($F(1,133) = 23.918, p < .000$), with an r of .39. According to Cohen (1992), the effect size is low if the value of r varies around 0.1, medium if r varies around 0.3, and large if r varies more than 0.5. The correlations presented are considered to be moderate or medium according to Cohen, which indicates a strong relationship between the independent and dependent variables. Consequently, the null hypothesis for the independent variables (dependability,

involvement, engagement) was rejected due to the significance level of p being less than .05 for each of the examined bivariate regression analyses.

When conducting a correlational analysis, the effect size is a measurement of the linear association between X and Y and has a value ranging from -1 and 1 (Cresswell, 2018). A value of -1 indicates a perfectly negative linear correlation between two variables and a value of 1 indicates a perfectly positive linear correlation between two variables. The correlations of all three independent variables were between .3 and .5. Due to the null hypothesis being rejected, it is concluded that the level of a fathers perceived emotional presence is a statistically significant predictor in gender role identity in African American women aged 18 years or older. The correlations between the three types of father presence were all significantly correlated to gender role identity. The beta coefficients for all three independent variables were positive, which meant that the outcome variables will increase by the beta coefficient values. Results of the bivariate regression are shown in Table 4.4.

Table 4.4 Bivariate Regression Analysis with 3 Types of Father Emotional Presence and Gender Role Identity

Independent Variable	B	SE	Sig.	Exp(B)
Dependability	101.009	.207	.000	.433
Involvement	112.355	.135	.000	.433
Engagement	120.67	.166	.000	.390

Research question 2. To answer this research question, a multiple regression analysis was utilized based on the demographic survey questions that were provided in the questionnaire. The following research question was addressed: Do socioeconomic

status and educational attainment level of the father predict significant variance in gender role identity among African American women aged 18 years of age or older? The null hypothesis stated that socioeconomic status and educational attainment level of the father does not predict significant variance in gender role identity among African American women aged 18 years of age or older. The alternative hypothesis stated that socioeconomic status and educational attainment level of the father does predict significant variance in gender role identity among African American women aged 18 years of age or older. A multiple regression analysis was used to measure the variance explained in the dependent variable by the combination of independent variables. The results of the analysis showed a significant regression equation ($F(2,133) = 30.08, p < .050$, with an R^2 of 7%).

The low value of R^2 , indicates that not a lot of variation in the dependent variable (gender role identity) can be explained by variation in the independent variables (socioeconomic status, educational attainment). The amount of variance in the dependent variable (gender role identity) explained by the combination of the independent variables (socioeconomic status, educational attainment level) was low, so the practical significance is described as low. The two null hypotheses for the independent variables (socioeconomic status and educational attainment level) were not rejected due to the significance level of p being more than .05. Results of the multiple regression analysis are shown in Table 4.5.

Table 4.5 Multiple Linear Regression Analysis for Socioeconomic Status and Educational Attainment

Independent Variables	B	SE B	β	t	p
Socioeconomic Status	-1.826	1.091	-.059	-1.675	.094
Educational Attainment Level	2.079	1.074	.069	1.935	.053

Research question 3. For research question number three, a multiple linear regression analysis was used to predict the variance between the three types of father presence (dependable, involved, engaged), socioeconomic status, educational attainment level, and gender role identity in African American women aged 18 years or older. The null hypothesis stated socioeconomic status, educational attainment level, and the three types of father emotional presence do not predict significant variance in gender role identity among African American women aged 18 years of age or older. The alternative hypothesis stated socioeconomic status, educational attainment level, and the three types of father emotional presence do predict significant variance in gender role identity among African American women aged 18 years of age or older. A significant linear regression was found ($F(5,130) = 67.948, p < .000$), with an R^2 of 30%. $\beta = 101.8, p < .000$. It was found that the independent variables of father presence (dependable, involved, engaged), socioeconomic status, and educational attainment level significantly predicted gender role identity in African American women aged 18 years of age or older. The significance levels of the betas predict a significant outcome in the variance explained by each of the independent variables. Each beta was statistically significant and positive except for socioeconomic status.

This meant that for every 1-unit increase in the predictor variable, the outcome variable will increase by the beta coefficient value (McLeod, 2019). The beta for socioeconomic status was negative, so this meant that for every 1-unit decrease in the predictor variable, the outcome will decrease by the beta coefficient value (McLeod, 2019). The effect size reveals how meaningful the relationship is between variables (McLeod, 2019). A small effect size indicates that even though the value of p is significant, there may be limited practical applications (McLeod, 2019). A small, standardized beta, even though statistically significant, indicates that the relations between the examined independent variables (dependent, engaged, involved, socioeconomic status, educational attainment level) and the dependent variable (gender role identity) were small. The overall model of the independent variables (dependent, engaged, involved, socioeconomic status, educational attainment level) explained 30% of the variance in gender role identity. The relations of each independent variable to the dependent variable are not meaningful. The overall model was rejected due to the significance level being less than .05. Results of the multiple regression analysis are shown in Table 4.6.

Table 4.6 Multiple Linear Regression Analysis for Dependability, Involvement, Engagement, Socioeconomic Status, and Educational Attainment

Independent Variables	B	SE B	β	t	p
Dependability	.529	.136	.228	3.901	.000
Involvement	.356	.096	.251	3.705	.000
Engagement	.290	.092	.104	2.274	.023
Socioeconomic Status	-2.009	.946	-.068	-2.217	.027
Educational Attainment	3.126	.914	.103	3.420	.001

Summary

Past research studies have found that father-daughter relationships can have a major impact in their daughter's lives that carry into adulthood (Lamb and Tamis-Lemonda, 2012). This research study set out to investigate if the emotional presence of a father (dependable, involved, and engaged) correlated with a woman's perceived gender role views. This chapter presented a description of the sample, an investigation of the hypothesis, and research findings. A bivariate regression analysis was run to test the hypothesis of perceived emotional presence of fathers. The results revealed that the three levels of overall fathers emotional presence (dependability, involvement, engagement) are significant and directly correlated with a woman's perceived gender role views among African American women aged 18 years or older.

A multiple regression analysis was utilized to determine the amount of variance the independent variables (socioeconomic status, educational attainment level) used explain or predict in the dependent variable of gender role identity among African American women aged 18 years or older. Additionally, a multiple regression analysis was also run to predict significant variance in father presence, socioeconomic status, educational attainment level, and gender role identity among African American women aged 18 years or older. The combination of socioeconomic status and educational attainment level predicted significant variance in gender role identity. The combination of socioeconomic status, educational attainment level, the three types of father presence, predicted significant variance in gender role identity. In each case there was statistical significance, but the effect sizes were small. The following chapter will summate the

findings of the study as well as discuss the implications for social change. Future recommendations for continued research will also be discussed in the final chapter.

Chapter 5: Discussion

Introduction

The purpose of this study was to examine if there was a correlation between the three types of father emotional presence (dependability, involvement, engagement) from a woman's father growing up and if this relationship was correlated with her perceived gender role identity. The study focused mainly on African American women aged 18 years or older. Past research has shown that gender roles develop differently in every culture, and every culture has its own views on how gender role identity is perceived (Sandu, 2014). Additionally, research has shown that the relationship that a young girl has with her father, has a significant impact on her self-esteem and academic achievement, as well as her psychological well-being (Lui, 2008). Girls who have fathers who are present, actively involved, and emotionally supportive tend to think highly of themselves and feel more capable of facing challenges that may come their way in life (Burke, 2017). Prior research has found that father-daughter relationships can have an impact on a woman's gender role development through much of their lives (Wilson, 2017).

Past literature on father-daughter relationships have focused on fathers who were present in the home and who identified as Caucasian (Faqua, 2015). These studies lacked input and data from other minority groups and did not consider cultural differences. Until recently, most of the research on father-daughter relationships has been done on Caucasian working-class families, and very little has been done on father-daughter relationships in the African American community (Faqua, 2015). Previous literature on father daughter relationships was also deficient in identifying the unique challenges that

African American fathers face that have had a potentially negative impact on their ability to parent (Thornton, 2018). This study was conducted to address the gap in literature on father-daughter relationships and gender role views by focusing specifically on the emotional presence (dependable, involved, engaged) of a father and if this type of presence would have an impact on a woman's gender role identity. The educational attainment level of a woman's father and his socioeconomic background was also examined.

A bivariate analysis and a multiple regression analysis were utilized. The bivariate analysis was used to calculate the possible correlation between the three types of father emotional presence (dependable, involved, engaged) and gender role identity. Each of the three types of emotional presence was analyzed separately using a bivariate analysis. The null hypothesis for the independent variables (dependability, involvement, engagement) was rejected due to the significance level of p being less than .05. Due to the null hypothesis being rejected, it is believed that the level of a fathers perceived emotional presence is a statistically significant predictor in gender role identity in African American women aged 18 years or older. A multiple regression analysis was also run to predict significant variance in socioeconomic status, educational attainment level, and gender role identity among African American women aged 18 years or older. The null hypotheses for the independent variables socioeconomic status and educational attainment level were not rejected due to the significance level of p being more than .05.

In addition, a multiple regression analysis was used to predict significant variance between the three types of father emotional presence, socioeconomic status, educational

attainment level, and gender role identity. It was found that father presence (dependable, involved, engaged), socioeconomic status, and educational attainment level, significantly predicted gender role identity. Therefore, the null hypothesis was rejected due to the significance level of p being less than .05. The final results for research question 1, indicated that the type of emotional presence that a father had with his daughter growing up is significantly correlated with how she viewed her own gender role identity as a woman. The results for research question 2 indicated that the socioeconomic status and educational attainment level of a woman's father growing up, is a statistically significant predictor in gender role identity in African American women aged 18 years or older. The results for research question 3, found significant variance between socioeconomic status, educational attainment levels, the three types of father presence, and gender role identity in Black women aged 18 years of age or older. The interpretation of findings was analyzed and interpreted in context with the theoretical and conceptual framework in the current literature.

Interpretation of the Findings

The focus of this study was to determine if the type of emotional presence that a woman had with her father growing up was correlated with her current gender role identity views. Research questions used in this study focused on the type of emotional presence that a woman had with her father growing up which included: dependable, involved, and engaged. The Father Presence Questionnaire (2006) was utilized to determine the type of emotional presence a woman had with her father growing up. The educational attainment level of a woman's father and his socioeconomic background were also examined. The distinct research questions for this study were as follows:

Research question 1: Is there a significant correlation between each of the three types of father emotional presence (dependable, involved, engaged) and gender role identity among African American women aged 18 years of age or older? The bivariate regression analysis showed that there was a significant correlation between the three types of father emotional presence that a woman had with her father growing up and her current gender role identity views. Dependability $F(1,133) = 32.537, p < .000$, with an r of .44; involvement $F(1,133) = 30.605, p < .000$, with an r of .43; engagement ($F(1,133) = 23.918, p < .000$), with an r of .39.

Therefore, it was concluded that the type of emotional presence that a woman had with her father growing up was significantly correlated with her gender role identity views. These results support previous studies regarding the importance of father-daughter relationships and gender identity. Wilson's (2017) research found that the father-daughter relationship can have a positive or negative impact on gender role development in women throughout their lives. Literature on father-daughter relationships have shown that the emotional presence of fathers can have a positive effect on daughters' self-esteem and academic achievement as well as her social and emotional cognitive functioning (Brown et al., 2012). Additionally, the emotional presence of fathers has been shown to predict a daughter's psychological well-being and gender role development (Lui, 2008). Fathers also have the potential to significantly impact the development of their daughter's personality, level of self-esteem, confidence, and happiness during adolescence and into adulthood (Wilson, 2017).

Bem's Gender Schema Theory (1981a) focuses on explaining how individuals become gendered in society, and how sex-linked attributes are preserved and transmitted through other members of culture. Gender identification appears when a child starts to observe the females and males in their environment (Bem, 1981b). Bem's gender schema theory proposes that gender association is passed on through representations of male and female that allows for gender role assimilation. These cultural values and beliefs regarding gender allow for the development of a gender structure system. Lee (2005) found that there is evidence that fathers provide a great deal of influence on daughters' development, including gender role identity development. Fathers play an important role in fostering daughters' self-esteem and how she develops her gender role identity (Lindsey, 2015). It was also found that young girls with positive father figures are more self-confident, more self-reliant, and less dependent on male relationships (Wilson, 2017). These concepts are confirmed by the study's findings which support that the type of emotional presence (dependable, involved, engaged) plays a significant role in a women's gender role identity specifically among African American women aged 18 years of age or older.

Research question 2: Do socioeconomic status and educational attainment level of the father predict significant variance in gender role identity among African American women aged 18 years of age or older? The results of the analysis showed a significant regression equation ($F(2,133) = 30.08, p < .050$, with an R^2 of 7% for socioeconomic status. Significant variance was not found in socioeconomic status, educational attainment level, and gender role identity. The findings suggest that what a father did as a

living or the type of education he had, was not a significant predictor in how she viewed her own gender role identity. The results fall in line with previous research that reported that having a father or father figure around that is present, involved, and engaged in their lives, plays a major role in how a woman values and views herself (Johnson, 2010). How a father spent his time with his daughter, has been a major component in the research on father-daughter relationships.

Research question 3: Do socioeconomic status, educational attainment level, and the three types of father emotional presence (dependable, involved, engaged) predict significant variance in gender role identity among African American women aged 18 years of age or older? A significant linear regression was found ($F(5,130) = 67.948, p < .000$), with an R^2 of 30%. $\beta = 101.874, p < .000$. Significant variance was found in the three types of father emotional presence, socioeconomic status, educational attainment level, and gender role identity. Past research on attachment styles focused on socioeconomic status and educational attainment levels in African American women but did not involve gender role identity. Research done by (Underwood, 2013), studied parental divorce rates and attachment styles in African American children growing up and discovered that the educational level and economic status, played a small role in the type of attachment style that a child has as an adult. Conversely, my study disconfirmed that the educational attainment level and socioeconomic status of an African American woman's father growing up, did not impact how she perceived her gender role identity. This is unique from past research studies that only focused on the experiences of

Caucasian women and only looked at if a father was present in their lives, and not at the type of emotional presence that a father-daughter relationship may involve.

Limitations of the Study

The current research study presented potential weaknesses and limitations that affect the generalizability of the findings and must be considered in determining recommendations for subsequent research and implications for positive social change. First, purposeful sampling was utilized which may have a lower level of reliability and a higher level of bias. Due to lack of random sampling, purposeful sampling is subject to selection bias and error (Behimehr & Jamali, 2020). Secondly, participants belonged to a homogeneous demographic group and all had to be within a certain age group. The scope of the participants was small only representing university students and faculty. This did not allow for the study to pertain to African American women and their gender role identities as a group within the United States.

The validity and the reliability of the research project was implicated when participants dropped out of the study before completing each research question and skipping too many questions, which did not allow for their participation to be counted. The study originally collected 178 participants. Of the 178 participants, 43 participants had missing values or did not answer any other questions besides the demographic questionnaire. Three participants also began the study but did not complete. One participant did not identify as being a woman so their response was eliminated. Whenever a study is impacted by the number of participants who do not meet the sample requirements, it reduces the ability to interpret the results (Creswell, 2018). Multiple

imputation was also utilized on the participants who were missing no more than two incomplete questions.

The use of the research findings provided additional data for the knowledge in the field because it provides research data solely on African American women. This research takes a deeper look into how the type of emotional relationship that a woman had with her father, can have a lasting impact on how she perceives her own gender role identity. 135 participant surveys were able to be utilized in the study. This was just under the proposed 150 participant responses that were aimed for prior to conducting research. The limitations explained above were overcome by utilizing multiple imputation to make up for survey questions that were missing no more than two responses.

Recommendations

The focus of this study looked at the type of emotional presence that a father had with his daughter growing up and if this relationship had an impact on her gender role identity. Based on the findings of the study, I have made a few recommendations. First, there were no incentives offered for participation in the study. A small incentive (i.e., small monetary gift) may have improved participation and reduced the number of participants who did not complete the study. Second, a larger study may have produced stronger results. The study only accepted participants from the University's Participant Pool. If the study was expanded to include a bigger population outside of the university, then this could have possibly yielded stronger research results. The study also limited the age of the participants. This also reduced the amount of research data that was used in the study.

Future research could also expand the research questions to other minority groups. The research questions could look at these same variables but ask for participation from Latina women. The use of a cross-cultural study involving African American and Latina women could also be used in future studies examining the type of emotional presence they had with their father's growing up. Additionally, future research may also look at conducting a qualitative phenomenological study to gain a better understanding of a woman's story and her experiences in relation to how they viewed their relationship with their father's growing up. A phenomenological study may also be able to better understand possible racial/cultural differences in father-daughter relationships. Taking a deeper look at a woman's employment and educational status outside of a university setting may also be useful towards future research.

Social Change Implications

The study contributed to literature on father-daughter relationships in individual, family, social, and clinical practice literature. This is a modification from past research studies that only focused on the experiences of Caucasian women and only looked at if a father was present in their lives, and not at the type of presence that a father-daughter relationship may involve. At the individual and family levels, implications for positive social change include contributing to the literature within family studies and clinical practices by helping to improve the relationship between fathers and daughters by providing a deeper insight into the importance of father-daughter relationships, especially in the African American community. On a social level, these findings may contribute to social change by prompting policy makers in social agencies to apply research findings into effective programs and policies that promote and support positive father-daughter

relationships within the African American community. These programs will also help to foster and improve the father-daughter relationship among African American men and their daughters. On a clinical practice literature level, these findings will help to improve the relationship between fathers and daughters by providing a deeper insight into the importance of father-daughter relationships within research literature.

At methodological, empirical, and theoretical levels, implications for positive social change include identifying cultural factors that may influence gender role identity views in African American women and generating new knowledge within the discipline. New knowledge will be promoted and added to the literature and field by discovering any differences between African American women, and women in other cultures views on gender role identity and how it relates to the type of emotional presence that they perceived they had with their fathers growing up. At the professional level of application, implications for social change include the development of therapeutic strategies that are culturally appropriate for the African American community, especially African American men, and their daughters.

Conclusion

The study was conducted to examine the type of relationship that a woman had with her father growing up and determine if this relationship had an impact on her current gender role identity views. The study also examined a woman's father's socioeconomic status and educational attainment level growing up. Bivariate regression analysis results determined that there was a correlation between the type of emotional presence that a woman had with her father growing up and her current gender role identity views.

Results also revealed that a father's socioeconomic status and educational attainment level predicted significant variance in a woman's gender role identity views. A combination of the independent variables also predicted significant variance in gender role identity among African American women aged 18 years of age or older.

This research adds to the body of knowledge in relation to father-daughter relationships and gender role identity. The data from this study supports the connection between the importance of the type of emotional presence that a woman had with her father and her gender role views. This study may be able to facilitate positive social change by identifying the different types of emotional support, due to cultural factors, that a father gives to his daughter. This may accumulate professional application of culturally appropriate therapeutic strategies that could help foster and improve father-daughter relationships within different cultures. Father-daughter relationship studies have found that a father's presence in his child's life, especially with his daughter, can have a significant impact on her mental and emotional well-being as she enters into womanhood. This research study contributed to these findings and filled in a gap in the literature that provided much needed insight into how African American women perceive their gender role identity in relation to the type of relationship that they had with their father growing up.

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Appendix A: Permission Letter for the Father Presence Questionnaire

Dear Malika,

Thank you for your inquiry about the Father Presence Questionnaire. Yes, you are welcome to use it in your research. I would like a copy of your findings. I do not need your whole dissertation. An abstract would be fine.

The best of luck in your research.

Dr. Walker

Appendix B: Permission Letter for the Bem's Sex Role Inventory

For use by MALIKA DANDRIDGE only. Received from Mind Garden, Inc. on April 29, 2019

www.mindgarden.com



To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Bem's Sex Role Inventory

The four sample items only from this instrument as specified below may be included in your thesis or dissertation. **Any other use must receive prior written permission from Mind Garden.** The entire instrument may not be included or reproduced at any time in any other published material.

Citation of the instrument must include the applicable copyright statement listed below.

Sample Items:

Love children
Defend my own beliefs

Conscientious

Unsystematic

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Sincerely,

Robert Most
Mind Garden, Inc. www.mindgarden.com

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Appendix C: The Father Presence Questionnaire (FPQ)

(Krampe & Newton, 2006)

1-Never 2-Seldom 3-Occasionally 4-Frequently 5-Nearly Always

Scale: Feelings About the Father (Dependability)

- _ 1. I could talk to my father about anything.
- _ 2. As a child I felt warm and safe with my father.
- _ 3. I felt/feel close to my father.
- _ 4. I felt my father was behind me and supported my choices or activities.
- _ 5. I looked up to my father.
- _ 6. My father has a special place in my life and no one can replace him.
- _ 7. I need my father.
- _ 8. My father and I enjoyed being together.
- _ 9. I want to be like my father.
- _ 10. When I remember my past experiences with my father, I feel angry

Scale: Perception of Father's Involvement (Involvement)

- _1. My father helped me with schoolwork when I asked him.
- _2. My father helped me learn new things.
- _3. My father attended my school functions.
- _4. My father and I participated in activities or hobbies together.
- _ 5. My father attended my sporting events or other activities in which I participated.
- _6. I could go to my father for advice or help with a problem.
- _7. My father helped me to think about my future.
- _8. My father was concerned about my safety.
- _9. My father taught me right from wrong.

- _10. My father listened to me when I talked to him.
- _11. My father told me that he loved me.
- _12. My father understood me.
- _13. My father encouraged me.
- _14. My father ignored my questions.

Scale: Physical Relationship with Father (Engagement)

- _1. I sat on my father's lap.
- _2. My father hugged and/or kissed me.
- _3. My father let me sit on his shoulders.
- _4. My father held me when I was a baby.
- _5. My father would hold my hand or put his arm around me.
- _6. My father tucked me into bed.
- _7. My father changed my diapers or bathed me when I was a baby.
- _8. I liked being held by my father.
- _9. My father would talk to me when I was a baby.