Exploring Sexual Socialization Among

Black Father-Daughter Relationships

by

Susan Marie Holmes-Walker

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Doctoral Committee:

      Professor Carol J. Loveland-Cherry, Co-Chair

      Associate Professor Kristy Kiel Martyn, Co-Chair

      Professor Antonia M.Villarruel

      Associate Professor Sean Joe

Dedication

This dissertation is dedicated to my parents,

Mr. Richard L. Holmes Jr. and Mrs. Wanda J. Holmes.

I would like to thank God for blessing me to have them as my parents,

None of this would be possible without their steadfast and loving support

throughout my entire life.

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I would like to thank my husband, Otis Walker, family members, teachers, professors,

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Abstract

Documented disproportional rates of teen pregnancy, sexually transmitted infections and single-mother headed households in the Black community demand new perspectives to address existing health disparities. Studies of the Black father's roles in the sexual socialization of their daughters are missing from the literature. The purpose of this study was to explore, through a descriptive qualitative approach, sexual socialization in the context of Black father-daughter relationships.

Sexual socialization was conceptualized as a combination of communication about boys and sex, spending time together, and commitment to building relationships. Specific aims were to: (a) describe the Black father-daughter relationship from a dyadic perspective; (b) explore fathers' and daughters' perceptions of how being Black influenced their relationship; (c) describe what Black fathers and daughters perceive as the fathers' influence on the sexual socialization of the daughters; and (d) describe how environmental factors influence Black fathers' ability to participate actively in their daughters' lives. The retrospective qualitative descriptive study included a purposive convenience sample of 15 Black fathers and daughters (6 father-daughter dyads and 3 individuals, including resident and non-resident fathers and a broad range of income levels). Content data analysis revealed three major categories of the main topics: (a) perceptions of relationships and sexual socialization: "Little one on one time together and keeping it real"; (b) influences on

relationships and sexual socialization: "Learning from my mistakes"; and (c) barriers to relationships and sexual socialization: "Mothers interfered".

The results revealed that: (a) fathers were caring, concerned and committed to having good relationships with their daughters; (b) daughters loved their fathers and wanted more time together; (c) fathers and daughters identified strengths and challenges in their relationships; and (d) although stereotypes of Black fathers were identified, fathers and daughters did not view race as a direct cause of specific challenges in their relationships.

Implications for future research include conducting a similar study with a diverse sample. The results of this study can inform the development of family-centered educational programs to improve opportunities and abilities of fathers to parent their daughters around sexual socialization.

Chapter I

Introduction

Black adolescents are initiating sex earlier than their peer counterparts. Less

than half of all high school students reported having had sexual intercourse. However,

68% of Black students reported having had intercourse, compared to 45% of Whites

and 51% of Latinos (Kaiser Foundation, 2006). In addition, the Kaiser Foundation

reports that while teenage pregnancy rates have fallen, Black adolescents continue to

have higher birthrates than Whites for girls 15-19 years of age in the United States.

Recent estimates suggest that while 15-24 year olds represent one-fourth of the

sexually active population; they account for nearly half of all new sexually

transmitted infections (STIs) (CDC, 2006a). In addition, the CDC (2006b) indicates

higher rates for all reported sexually transmitted infections (STIs) among young

Blacks than for any other group. The picture is even bleaker for Black young women.

Black women ages 20 – 44 represent less than one-fourth of all women in the United

States, but account for more than three-fourths of AIDS cases reported to date in our

country (CDC, 2007). These statistics for young adult women imply that minority

adolescent females are engaging in unsafe sexual practices and testing positive for

HIV at a higher rate than their peer counterparts. Prior research has reported familial

factors have a considerable impact on adolescent health risk behaviors, including

unprotected sexual activity (Haugaard, 2001; Hutchinson, 1999; McCabe, Clark, &

Barnett, 1999; Moore & Chase-Lansdale, 2001; Salem, Zimmerman, & Notaro, 1998). Is there something in the immediate environment of Black young women, either familial or social, that increases likelihood for initiating sexual behavior, risk of contracting STIs, and potentially impacting long term sexual health?

The structure of today's American family continues to receive close scrutiny, especially related to how structure influences accomplishing important functions. Statistics report that 27% of children in the United States live in single parent, mother-headed households, and 70% of these homes are Black families (Fields & Casper, 2001). The absence of another adult, specifically the father, in the immediate physical environment has four implications. First, it may be more difficult for a single parent to provide the level of monitoring needed for an adolescent. Second, there may be limited role modeling of what a healthy male-female relationship can and should be. Third, single-mother headed households generally have lower earning potential than male counterparts, limiting resources available to the family. Lastly, there are limited or no in-home opportunities for father-daughter interactions. Previous researchers have explored the influence of low socioeconomic status (including poverty, inner-city neighborhoods, single-parent families) on sexual debut of Black adolescents (Fields, 2004; Fields & Casper, 2001, Haugaard, 2001; Moore & Chase-Lansdale, 2001). However, there is a noted lack of investigation with Black families of varying socioeconomic backgrounds and their influence on the sexual debut of the adolescent within the context of the father-daughter relationship.

The father's role in the family has been gaining more attention recently. Fathers play an important role in the development of their children, especially during

adolescence (Zimmerman, Salem & Notaro, 1998). Fathers provide unique and supplementary sources of emotional support, increase children's sense of security, serve as influential prosocial role models, and their perspectives are important to hear (McCabe, Clark, & Barnett, 1999; Bowling & Werner-Wilson, 2000; Gordon, 2000; Wilson, Dalberth & Koo, 2010). White fathers are included in studies of the family. Representation of Black fathers is scarce in studies of fatherhood. In addition, there is a noted lack of research exploring Black fathers and daughters, and their perceptions of the father-daughter relationship, in relation to sexual socialization. For Black children, having knowledge of a father's disapproval of premarital intercourse was found to have a significant impact on a daughter's decision to have sexual intercourse (Dittus, Jaccard, & Gordon, 1997). There may be environmental and/or socioeconomic factors that prevent Black fathers from interacting with their children, primarily daughters, including: (a) either parent's involvement in a new relationship which does not allow the father flexibility to see his children, (b) strained relationships with the mother of his children, (c) unemployment, or inability to provide financially for his children, (d) incarceration of the father, and (e) physical distances which deter consistent interactions (McAdoo, 1993; Moore & Chase-Lansdale, 2001; Salem, Zimmerman, & Notaro, 1998). These data suggest that the father can play a significant role in his daughter's development if the opportunity is available. However, our understanding of the father's role is limited. An extensive literature review yielded few studies that utilized a dyad approach, or included Black fathers, as a primary source of data regarding the sexual socialization of their adolescent daughter. Does the absence of opportunity for interactions between

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fathers and adolescent daughters, during which sexual communication and socialization can occur, influence the Black father-daughter relationship?

The purpose of this study was to explore, through a qualitative descriptive approach, sexual socialization in the context of Black father-daughter relationships. Findings from the current study contribute to the gaps in the knowledge in this important and understudied area in nursing science.

Specific Aims

This research had the following specific aims and related research questions were:

(a) Describe the Black father-daughter relationship from the father's and daughter's perspectives:

RQ1.1 How do Black fathers and daughters perceive their relationship in the context of communication, influences, and conflict? What psychosocial processes influence their relationships?

(b) Explore fathers and daughters perceptions about how being Black has influenced their relationship:

RQ2.1 From the fathers' perspective, how does being Black influence the father-daughter relationship?

RQ2.2 From the daughters' perspective, how does being Black influence the father-daughter relationship?

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(c) Describe what Black fathers and daughters perceive as the fathers' influence the sexual socialization of the daughter:

RQ3.1 How do Black fathers perceive they influence the sexual socialization of their adolescent daughters?

RQ3.2 How do Black daughters perceive their fathers' influence their sexual socialization?

(d) Describe how and if the direct and indirect involvement of Black fathers in daily activities with their daughters influence sexual socialization:

RQ4.1 What are the implications of fathers' direct, or indirect involvement on the early sexual socialization of their daughters'?

(e) Describe how environmental factors influence Black fathers' ability to participate actively in their daughters' lives, through communication and quality time:

RQ5.1 What environmental forces limit the Black fathers' opportunities to discuss topics of importance in the daughters' lives?

RQ5.2 What environmental forces facilitate the Black fathers' opportunities to discuss topics of importance in their daughters' lives?

The results of this study provide a better understanding of sexual socialization among Black father-daughter relationships. These findings are the first step in a program of research to develop intervention programs to delay girls' sexual debut and improve family communication about this issue.

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Background

Theoretical Perspectives

The influence of two theoretical frameworks guided the current study of Black father-daughter relationships from ecological and psychological perspectives.

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's (1977, 1986, & 1989) ecological systems theory approach to human development examines the complex system of interlinked and interdependent relationships between the biological and social environment. Bronfenbrenner postulated that social interactions, similar to biological ones, are always a part of a larger ecological system. More explicitly, Bronfenbrenner proposed that development does not take place independently or in isolation, but evolves through interactions in a particular environment. Thus, studying the Black father-daughter relationship as a component of the social environment was an appropriate and important approach to understanding adolescent daughters' sexual behavior.

Bronfenbrenner (1977) describes a microsystem as one part of a complex system that includes the developing person and the various settings immediately surrounding this person. People play different social roles based on the microsystem in which they are involved. These specific roles are behaviors and expectations associated with various interpersonal relationships and settings in society. These roles include being daughters at home and female romantic partners in intimate relationships. A mesosystem, as defined by Bronfenbrenner, incorporates the interactions between major settings containing the developing person at different

points in life, or a system of microsystems. For example, daughters' interactions with family members and peers create a mesosystem.

Fathers may also fill several roles in the family based on their surrounding microsystems. In seminal work on Black fathers, McAdoo (1993) proposed they are employees, providers, nurturers, and protectors for their families. Many fathers, regardless of their residency in the family, face challenges when attempting to perform their roles. Bowman (1990) addressed the challenges of objective employment difficulty, father, husband, and primary provider discouragement, and family subsistence anxiety in his study of resident Black husband-fathers coping with provider role strain. For men in that study, found the adaptive cultural resources of kinship bond had offsetting positive effects within a role strain-adaptation model. He concluded that family closeness, or kinship bond, was important to family life satisfaction. However, the findings of Bowman's study may have been different if non-resident fathers were included in the sample. Non-resident fathers may face barriers related to physical closeness that impede kinship bond. The completed study included both resident and non-resident fathers as participants to provide some insight related to physical presence in the home.

Bronfenbrenner (1986) proposed that when the father's ability to provide for his family is interrupted, the results are loss of status within the family, a significant increase in family strain and disagreements, a decrease in social life outside of the home, and possibly absence from the home. One of the interruptions is change in residency status. Further, the usual relationships that develop between fathers and children may be disrupted when the father is no longer in the home.

Black men, and/or fathers, in American society are subject to stereotypes from their social environment. Notions that Black men are irresponsible, highly sexual, unemployed and unable to be involved in committed relationships are just a few of such beliefs. In addition, prior research on the Black family has obtained information regarding fathers' roles and participation indirectly from current spouses, ex-wives, and children. The inclusion of Black fathers as direct sources of research data is imperative to allow their voice to be heard.

This theoretical framework allowed for consideration of positive and negative environmental influences on the daughter and father individually and as a dyad, based on both of their perceptions. However, this theoretical view may be limited because it does not specifically focus on minority families and the unique challenges they face in today's society.

Gilligan and Female Psychological Development

The second framework, introduced by Carol Gilligan (1993), focused on majority females' psychological development in contrast to that of males and proposed a feminist perspective for female adolescent development. Gilligan's perspective is based on the premise that earlier developmental theories were gender biased because most of the research was conducted by male researchers and included only male subjects. She determined findings from previous studies did not completely define the female experience of adolescence or included Black adolescent females in study samples. A noted limitation Gilligan's initial work was limited application in samples with Black adolescent females.

By focusing on White females, Gilligan opened the door to understanding a previously untapped area of psychology; the uniqueness of female psychological development. Adolescence creates a crisis for girls. It forces a showdown between what girls know to be true about relationships and responsiveness to others, and demands made on them to "grow up" and assert their independence by disconnecting and separating from others (Gilligan et al., 1990).

Research by Brown and Gilligan (1992) indicated that females value interpersonal connections and downplay their own needs for the sake of eliminating conflict in a given relationship. The negative aspect of this action is that females are socialized early in life to not verbalize their needs during disagreements, especially in relationships with men. As adolescent females grow and develop into young women, they may begin to experience intimate relationships with young men. The notion of downplaying one's own needs, or voice, for the sake of a relationship therefore has some potentially negative connotations. Gender socialization may increase the possibility of putting female needs aside in future heterosexual relationships, and become an issue when sensitive areas related to sexual activity are discussed within the family.

Taylor, Gilligan, and Sullivan (1995) expanded Gilligan's work to a sample of poor, working class, Black, Latina, Portuguese, and Irish or Italian-American adolescent girls. They concluded that findings from this longitudinal study, which used the voice-centered method of psychological inquiry, were consistent with Gilligan's previous research. The primary finding was the phenomenon of voice in relationships, in the context of a patriarchal society, is an issue for both minority and

majority girls. Although a more socioeconomically diverse sample may have increased generalizability of findings, the use of a sample of minority girls was appreciated.

Two of the themes from Gilligan's work used in the conceptual approach that guided the this study are: (a) girls react distinctly differently from boys to the stresses of adolescence, and (b) development of moral judgment is abstract for boys and relational for girls. These themes were relevant to the current study. Knowledge of the differences in gender social development and how these influence the interactions between males and females were important to understanding the underpinnings of the father-daughter relationship. In addition, how the Black father communicates his sexual morals to his daughter, based on his own development, may be a factor in the father-daughter relationship and how it develops over time.

The two previously discussed theoretical guides shaped the purpose of the study: to explore Black father-daughter relationships in the context of differences in gender social development, the environmental forces that influence them, and how the two may influence sexual socialization in daughters.

Chapter II

Literature Review

Socialization and Theoretical Perspectives

Socialization is a process that occurs throughout life. One's family is the first place where skills are learned that enable a child to function in society. Sexual socialization is often described as the process by which knowledge, attitudes, and values about sexuality are acquired (Ward, 2003). The family environment is the first setting in which socialization begins.

Parents are the first socialization agents to which daughters are exposed; however, the role of the father has been greatly understudied when compared to that of the mother. The theoretical perspectives of Bronfenbrenner and Gilligan guided the literature review by conceptualizing how the ecological systems within social environments and gender differences impact relationships between in fathers and daughters. Successful bonding in any relationship is dependent on early connections through communication, spending time together, and being in the presence on one another; father-daughter relationships are no different. The progression of father and daughters into relationships in which conversations about sensitive subjects can occur, is crucial to successful sexual socialization.

Parents and Sexual Socialization of Adolescent Daughters

The role of the parents in the sexual socialization of adolescent daughters has been studied by researchers in majority and minority populations. Sexual

socialization of daughters, including parents' sexual communication and influence on behavior, as well as psychological development of daughters, has been well documented (Bettinger, Celentano, Adler, Millstein & Ellen, 1994; Chadiha & Danziger, 1995; DiIorio, Kelley, & Hockenberry-Eaton, 1999; Fleck, Fuller, Malin , Miller & Acheson, 1980 ; Hutchinson, 1999, 2002 and 2007; Meneses, Orrell-Valente, Guendelman, Oman & Irwin, 2006; Miller, Norton, Curtis & Hill, 1997; Jaccard, Dittus, & Gordon, 2000; King & Lorusso, 1997; Nolin & Peterson, 1992; Roche, Mekos, Alexander, Atone, Bandeen-Roche & Ensminger, 2005; Romer, Stanton, Galbraith, Feigelman, Black, & Li, 1999; Rosenthal & Feldman, 1999; Scheffler & Naus, 1999). Studying parent sexual socialization in the context of the ecological influences of the social environment and gender differences is a new approach.

The emphasis in the literature primarily has been on the role of the mother in the sexual socialization of their daughters (Fox & Inazu, 1980; Hutchinson, Jemmott, Jemmott, Braverman & Fong, 2003; Meneses, Orrell-Valente, Guendelman, Oman, & Irwin, 2006; Newcomer & Udry, 1984; O'Sullivan, Meyer-Bahlburg & Watkins, 2001; Weinstein and Thornton 1989). A second emphasis in this literature is on communication within families, especially between mothers and fathers and children. Parent-child communication about sex has been identified as a major factor in the sexual socialization of adolescents and may be influenced by the social environment and gender differences between parents and children.

Family Communication and Attitudes about Sex

An extensively studied component critical to parent-child relationships is communication about sex-related topics and the situations in which conversations occur. Researchers have studied factors that interfere with, or facilitate, sexual communication (DiIorio, Kelley, & Hockenberry-Eaton, 1999; Downie & Coates, 1999; Jaccard, Dittus, & Gordon, 2000; Nolan & Peterson, 1992; Pistella & Bonati, 1999; Rosenthal & Feldman, 1999; Tucker, 1989). However, these studies conceptualized family communication, as primarily mother-daughter communication about sex.

In order to move the science forward, the focus of the current study included Black fathers', and their daughters', as primary sources of data collection in examining sexual socialization in the context of the Black father-daughter relationship.

Exploring Parental Sexual Communication: Where are the Fathers?

In seminal studies that explored family communication and/or parental attitudes about sex, three were found to include fathers in the data collection process. These studies had few, or no, minority fathers in their samples (Hepburn, 1983; King & Lorusso, 1997; Yarber & Greer, 1986).

Hepburn's (1983) semi-structured interview findings indicated that several types of sexual topic communication take place between parents and their daughters in White, upper-middle class, two-parent families. She described these three levels of communication as: (a) the "Big Talk", which involved mother and prepubescent

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daughter discussions about menstruation, reproduction, and sexual intercourse; (b) "Tea Talks", mother and early-to-middle adolescent daughter discussions about birth control, abortion, teenage pregnancy, homosexuality, petting, and rape; and (c) "Social Issues Discussions", general conversations involving mothers, fathers, and late adolescent, or adult, daughters about fornication, adultery, illegitimacy, abortion, homosexuality, and rape (p. 526). She proposed that in the third level, specifically characterized by indirect communication, fathers shared equally with mothers in the transmission of sexual morals and values. Consequently, it was concluded that father participants do not provide direct transmission of sexual information, but use indirect methods to communicate sexual specific information to their daughter

Yarber and Greer (1986) collected data retrospectively from White college students, and mothers and fathers. The purpose of the study was to determine how well the students felt their parents educated them about sex, and current comfort level in discussing sex with their parents. Seventy-five percent of all student participants felt their parents did a good job educating them about sex. Of the parents who completed the surveys, 85% of female and 70% of male students' parents felt they had done a satisfactory job of educating their children about sex. Describing comfort level discussing sex with their parents, 64% of females and 33% of males felt comfortable having such conversations. Furthermore, it was reported that mothers' sexual attitudes had a stronger relationship than fathers' with students' sexual attitudes and behaviors. Finally, no fathers were reported as being the primary sex educator of their daughter and fathers' sexual attitudes had little relationship to sexual attitudes of either the daughter or son. These findings suggest that fathers had limited

impact on their children's sexual behavior. They also raised the possibility that if fathers became more involved in the sex education of their children, more opportunities would exist for them to have influence on the sexual socialization and development of their children.

King and Lorusso (1997) explored discussions that took place in the home about sex and the different recollections by parents and their college aged children. About seventy-five percent of the 83 students had at least one parent complete the survey. King and Lorusso reported that even though sixty percent of parents reported having "meaningful" conversations with their children about sex, more than half of the university students who participated in the study stated "no" when asked the same question. Parents and students disagreed about what "meaningful" meant, with the greatest discrepancies in recall related to discussions about sexually transmitted diseases (STDs), sexual intercourse, reproduction, birth control, homosexuality, and sexual abuse. The parents in the study tended to underestimate what their children wanted to know, and many of these parents conveyed their attitudes and values about sex indirectly by having discussions about and commenting on other people's behavior (p. 58). Parents viewed conversations as meaningful when teaching morality was the focus. These indirect, moral-focused discussions were viewed by the students as less meaningful; they wanted more factual information about sex related topics. Lastly, 97% of the students identified their mother in comparison to their father as having sex-related conversations equally with their daughters and/or sons.

Findings from these three studies had limited generalizability beyond White families and college students and minimal, or no, inclusion of fathers as direct

sources of information. In addition, there was no identification of a theoretical framework to guide the studies.

More recent studies have drawn on more diverse populations when discussing parent-teen communication about sex, but also failed to include fathers in their samples.

Research studies about sexual communication were found that incorporated diverse families, including Black and/or African American. Jaccard, Dittus, and Gordon (2000) interviewed Black, or African American, adolescents and their mothers in this study to explore parent-teen communication about premarital sex. No fathers were included. Prior research suggested a need for a family-based approach to improve parent-teen communication and that parent-based, parent-teen communication variable had substantial predictive power in relation to sexual behavior of adolescents (Jaccard & Dittus, 1998; Hutchinson, Jemmott, L. , Jemmott, J. Braverman, & Fong, 2003). Jaccard et al. (2000) reported a difference in opinion about whether the mother, or parent, had discussed sex with her adolescent based on the informant. Seventy-three percent of mothers, and about 46% of adolescents agreed strongly when asked if the mother had discussed sex (King & Lorusso, 1997; Newcomer & Udry, 1985). They suspected the difference for mothers reflected the occurrence of communication, and not impact on the teen. The teens reflected the extent to which the information impacted them based on awareness or and recollection of the exchange (p. 192). Jaccard et al. (2000) concluded the following: (a) for mothers, the most prevalent reservations about discussing sex were concerns about embarrassing the teen, being afraid the teen would ask them something they did

not know, and the teen's perception that they were prying: and (b) for teens, a concern about being embarrassed, fear their mother would ask too many personal questions, and the belief that they already had sufficient knowledge and did not need to discuss sex with their mother (p. 204-205.) However, the father was not mentioned as a possible source to provide sex-related information to his adolescent child, particularly the daughter. The findings indicated that general family environment was found to be predictive of communication behavior, justification for considering the ecology of the social environment when investigating father-daughter relationships.

Parent-daughter communication about sexual risk behaviors was studied to explore the influences and barriers to successful exchange of information between adolescents and their parents. Hutchinson developed a program of research that focused on sexual risk communication. Her research, as well as collaboration with others, focused primarily on sexual risk communication, particularly between young women and their parents, as well as with their sexual partners in diverse samples (Hutchinson, 1998; Hutchinson & Cooney, 1998; Hutchinson, 1999; Hutchinson, 2002; and Hutchinson, J. Jemmott, L. Jemmott, Braverman, & Fong, 2003). Hutchinson (2002) studied sexual risk communication research and collected data from adolescent women of various ethnic backgrounds. The study included conversations with parents and concluded the following from the daughters' perspectives: (a) communication with parents and parental communication included both mothers and fathers, not only the mother, as identified in previous work by Yarber and Greer (1986); (b) the influence of parent-adolescent sexual risk communication on sexual debut is not certain, but the possibility of receiving factual

information from parents may increase awareness of daughters' sexual risk in general and allow them to more accurately identify their own risk; (c) Black subjects reported more communication with both mothers and fathers, compared to their White and Hispanic-Latina peers, and the strongest predictor of parent-adolescent sexual communication was quality of general communication; (d) the more comfortable the young women felt talking to their parents about general things, the easier it was to discuss sex-related topics; (e) young women who reported better general communication with their fathers were less likely to initiate sexual intercourse; and (f) young women who reported higher quality communication with fathers and had discussed sex with both of their parents had lower rates of sexual initiation than other young women in their peer group (Hutchinson, 1998, 1999, & 2002).

Hutchinson (2002) also suggested the absence of fathers from studies of parent-adolescent sexual communication greatly limits our understanding of the role and potential influence of fathers. Implications for future research from Hutchinson's studies suggested exploring fathers on a deeper level because they may have special communication-related needs to promote sexual communication with daughters. In addition, she proposed to expand the definition of fathers beyond biological fathers to stepfathers, male relatives, and/or guardians, as well as other males who serve as father figures. She recommended qualitative methods be used with children and fathers to increase our understanding of fatherhood related to sexual risk communication from both perspectives. Lastly, Hutchinson suggested providing parents with opportunities to practice open communication skills, including listening, as well as assisting parents with examining their own fears and attitudes toward

sexuality. These skills would create a family environment where quality communication exists.

Paucity of research literature provides further justification for in-depth exploration and examination of the Black father's contribution to sexual education and development of his children, specifically daughters. However, current work is limited in helping us understand the dynamics of the father-child daughter relationship in the context of environmental and gender differences, and how these may influence sexual behavior.

Parent-Child Interactions and Adolescent Sexual Behavior

Research on parent-child interactions and the unique situations during which sexual socialization can occur, provided insight and variable findings about parent-child relationships. Parental monitoring and/or supervision, involvement, influence, and control on adolescent sexual behavior were all explored. From Bronfenbrenner's theory, these parent-child interactions occur within a mesosystem which influences the developing child and views interaction as part of the relationship. Gilligan's theory suggests the interactions in opposite sex parent-child dyads may be influenced by differences in gender socialization and moral development. The family system is capable of generating, permitting, and correcting health problems, as well as affecting the adolescents' perception of contracting sexual behavior related infections (Carroll, et al, 1999). Therefore, studying these interactions is essential in gaining knowledge of how the family functions to protect adolescents from potentially negative long-term implications of early sexual behavior. Parent-child interactions were been found

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to have a negative impact on sexual behavior or debut. Taris and Semin (1997) studied parent-child interactions and reported the stronger the parental desire to maintain a good relationship with their adolescent, the less likely sexual initiation would be at a younger age. A noted limitation of this study is the used of "parent-child" interaction when mothers were the only parents in their sample.

Ream and Savin-Williams (2005) found problem-focused interactions and decreased parental closeness both preceded and followed initiation of adolescent sexual activity. Ream and Savin-Williams found that mother-daughter closeness improved if the daughter stopped sexual activity. However, the father-daughter relationship, which was the least close among all other family dyads, did not become any less close after the daughter had sex. They suggested encouraging and helping families maintain warm, adult parent-child relationships is the only way to prevent further risk behavior (p. 178). Both studies involved secondary analysis of the national Add Health dataset, which over sampled for minorities to increase generalizability.

Parental control, supervision, and involvement have previously been found to delay sexual debut, along with decreasing the incidence of sexually transmitted infections in young women. Murry (1994) compared early and late Black adolescent female sex initiators and found low parental control was associated with early sexual experiences. This study was a secondary analysis of a national dataset. Danziger (1995), in a study of African-American youth in the inner city, found receiving family encouragement and supervision delayed onset of sexual activity in young women. The study results suggested policies and programs targeting increased family social

support could help reduce teenage pregnancy in inner-cities (p. 200). Bettinger,

Celentano, Curriero, Adler, Millstein, and Ellen (2004) attempted to determine if high

levels of parental involvement predicted sexually transmitted diseases in female

adolescents. They found high levels of perceived parental supervision, not

communication, reduced the incidence of gonorrhea and chlamydia for a sample of

sexually active low-income, African American females aged 14-19 years old. A

limitation of these studies was limited generalizability beyond the low income sample

populations.

Parental influence, conceptualized as monitoring of activities, was found to

delay sexual debut, or initiation, in Black adolescents.   Romer, Stanton, Galbreath,

Feigelman, Black, and Li (1999) explored parental influence on adolescent sexual

behavior in high-poverty settings and whether parental strategies to monitor their

children's behavior and communicate about sexual risks helped to reduce initiation of

sexual activity (p. 1055). They found children who reported high levels of monitoring

were less likely to report initiating sex in preadolescence (aged $\leq$ 10 years). These

individuals reported lower levels of sexual debut as they aged (p. 1058). A noted

limitation was that because of the reported high levels of monitoring and

communication, this sample may not have been representative of similar families in

high poverty environments. Roche, Mekos, Alexander, Astone, Bandeen-Roche, and

Ensminger (2005) studied parenting influences on early sexual initiation among

adolescents. They discovered greater parental involvement was related to lower

likelihood of sexual debut for youth who lived in socioeconomically disadvantaged

neighborhoods. This study was a secondary analysis of a nationwide sample of a large

quantitative study, the Add Health Data Set. Roche, Mekos, and Alexander et al. (2005) concluded that young adolescents are more likely to delay becoming sexually active when parents set firm rules and monitor activities outside of the home, which both depend on socioeconomic resources in their surrounding neighborhood (p. 52). The finding of greater parental involvement making a difference in poor neighborhoods is a contradiction to the stereotypes inherent in past research.

Strengths of the reviewed research on parent-child interaction and adolescent sexual behavior are exploration of both the mothers' and father's role in sexual socialization, and investigation of minority samples. Weaknesses are use of secondary analysis, limited inclusion of Black fathers in study samples, and a primary focus on Black adolescents in inner-city, high-poverty environments.

The current study addressed Black father-daughter relationships and how these different types of interactions may influence sexual socialization in daughters. The study included both fathers and daughters from varying socioeconomic backgrounds and two types of presence, resident and non-resident fathers. The study addressed also the previously noted weaknesses by including Black fathers with varying income levels in the study sample.

Fathers and Sexual Socialization of Daughters

Fathers, and their role in the sexual socialization of their daughters, have been much less studied than the role of the mother (Hepburn, 1983; Bowling & Werner-Wilson, 2000; Wright, 2009). In addition, the research on Black fathers and sexual socialization of, and communication with, their adolescent daughters, including

daughter relationships with men, has been limited (Cochran, 1993: Dittus, Jaccard, & Gordon, 1997; Wilson, Dalberth, & Koo, 2010; Wilson, Dalberth, Koo & Gard, 2010; Wright, 2008; Wyckoff, Miller, Forehand, Bau, Fasula, Long & Armistead, 2007).

Mackler (2001) describes fatherhood as a furtive search for reality. He stated fathers bring depth, character, love, commitment, and caring to the forefront, providing children a way of looking at the world that a tabloid cannot (p. 28). Mackler believed father involvement in the early years of children's' lives pays off throughout life. This involvement is important for sons, and daughters, although the father-daughter relationship is not as clearly defined as the father-son relationship.

Extensive exploration of the role of fathers and the unique ways in which they interact with their daughters is lacking in current research literature. The current study addressed the father roles in the life of his daughter in the context of the ecological influences from the environment and gender difference between the two.

Black Fathers

Black fathers have been subject to stereotypes and been characterized as irresponsible, highly sexual, angry men in popular media and academic research. However, the Black father has been rarely included as a primary source of data in studies on parenting in general, general socialization of children, as well as sexual socialization of and sexual communication with their children. By reporting findings from secondary sources, the voice of the Black father is softly acknowledged regarding the many roles he plays in his lives of his children' especially his daughter.

Gordon (2000) discussed the myths and realities of Black fatherhood. He proposed that our society contains cultural, economic, educational, political, and social realities that can nullify the idea of traditional fatherhood for these men. Central issues pertaining to Black fatherhood are the problematic situations surrounding the Black male as a result of negative impact of societal concerns such as racism, poverty, and high levels of unemployment.

Although the writings by Mackler and Gordon are conceptual, descriptive writings, these were included here to set the tone for the current study based on fatherhood literature, to describe the uniqueness of fatherhood and the importance of scientific investigations of their roles in the lives in of their children. The writings also support the exploration of fatherhood from new vantage points, including the sexual socialization of, including sexual communication with, his adolescent daughter.

Several research articles were noted to discuss Black fathers and their roles in the socialization, involvement and/or psychological development of their adolescent children. McAdoo (1988a, 1988b, 1993, & 1997), Toth and Xu (1997), Zimmerman, Salem & Notaro, 1998) and Coley (2003) provided documentation of the Black father with several aspects.

In seminal work, McAdoo (1988a, 1988b, 1993, & 1997) wrote extensively about Black fathers and their role in socializing their children. He examined the origins of some of the commonly held stereotypes of the Black fathers' role in the family. His ultimate goal was to illustrate that Black fathers' socialization practices

use the same range of parenting approaches found in men of all ethnic groups. In addition, he determined that parenting practices, attitudes, and beliefs of Black fathers vary in the same way as majority fathers, given political, economic, and social realities of their situation.

McAdoo described how ecological theory is a good fit when studying Black fathers and their roles in the family. He failed to specify how to take his findings a step further to determine how environmental factors directly impact the Black fathers' relationship with their daughters. The next logical step was to explore how ecological theory can guide researchers when studying the influence of the Black father-daughter relationship on sexual socialization, and the positive and negative gender influences this dyad can encounter.

Toth and Xu (1999) examined ethnic and cultural diversity among Black, Hispanic, and White fathers in relation to their involvement with offspring. They suggested that fathers often have been underemphasized in child rearing research. Their conceptualization of father involvement was based on Palkovitz' (1997) three involvement domains: (a) behavioral, including overtly observable manifestations of involvement, such as feeling, talking to, teaching; (b) affective, consisting of emotions, feelings and affection; and (c) cognitive, a domain that encompasses reasoning, planning, evaluating and monitoring. They placed primary emphasis on racial/ethnic and cultural diversity in American fathers' involvement in child rearing.

One finding by Toth and Xu (1999) was, in comparison to Whites, Black fathers were far more likely to monitor, spend time with, and supervise their

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childrens' activities (cognitive domain). A second finding was that Black fathers invest considerably more energy than White fathers in the cognitive domain of child rearing. This suggests that stereotypes of irresponsible and non-supportive Black fathers are inaccurate and should be rejected. In addition, results suggested men who are committed to fatherhood and who value or demand children's obedience are much more involved across all three domains.

Toth and Xu's (1999) analysis supports McAdoo's (1993) observation that Black fathers differ from fathers in other ethnic groups as they may face societal barriers, which impact intrafamilial functioning. However, the Toth and Xu analysis refutes McAdoo's claim in a positive sense. Black fathers exceeded White fathers in the cognitive domain. In the sociocultural context, Toth and Xu proposed that Black fathers were more concerned with cognitive preparedness of their children than White fathers in U.S. society. Black fathers had to prepare their children to deal with the negative personal feeling associated with racism, and help them develop the skills necessary to succeed economically in a society that seems to retard such advancement in Black children. This research explored the fathers' role in several areas of development, except that of sexual socialization.

Zimmerman, Salem and Notaro, (1998) studied the positive effects of fathers in adolescent development by exploring problem behavior and father involvement among a group of African American, White and mixed African American and White youths of both sexes. The study was conducted using face-to-face interviews provided by males and female interviewers with the same racial characteristics as the study sample, both African American and White. The problem behaviors studied were

polydrug (cigarette, marijuana and alcohol) use, delinquency and violent behavior. Father involvement was quantified by average time spent per week together, amount of social support and school support with a Likert scale and a modified scale measuring parents' support (p. 244). Problem sexual behavior was not explored. The key finding was that father involvement played a vital role in helping the adolescents avoid problem behavior. Expanding research to further explore father involvement in sexual socialization that could deter, or prevent, problem sexual behavior was a logical next step in the current research study.

A small component in extant literature is the investigation of the role of the father, particularly among Black men, in the sexual socialization of his adolescent daughter.

Exploring Influence of Black Fathers on their Daughters

The studies exploring Black fathers and influence in their daughters' lives are limited, particularly regarding sexual socialization. Coley (2003) examined the role of biological and social fathers in the lives of low-income African American adolescent girls. She studied paternal engagement and disengagement in relation to adolescents' psychosocial well-being to expand the limited knowledge on father-daughter relationships in poor African American families in a sample of low-income African American adolescents. No fathers were included in the study. A broad range of family dynamics were examined, including, demographic and financial covariates, father variables and characteristics of adolescent functioning (p. 869-870). Of the fathers identified in the study, two thirds were biological and the remaining third were social

fathers. Forty percent of the identified fathers lived with the adolescent. For the daughters, 44% indicated they had regular contact with their identified father, defined as once per month, and 15% has infrequent contact with their father, quantified as less than once per month (p. 870). A noted finding when examining relationship quality was that biological and nonresidential fathers received lower trust ratings than social and residential fathers. A key finding identified from the study was a greater involvement of urban minority fathers in the lives of their daughters than is commonly assumed; indicating that biological fathers are not the only male figures actively parenting adolescents. Limitations for the study were the lack of inclusion of African American fathers in the study and the restricted generalizability to families with low incomes.

Four additional studies explored father-daughter relationships and father influence on sexuality and/or sexual behavior. A common theme among these studies was the exploration of the specific role a father plays in the sexuality of his daughter which provided further justification to investigate the father's role in sexual socialization of daughters. These studies all suggested spending time together was crucial in building a father-daughter relationship conducive to dissemination of information about boys and sex.

Lonning (1993), a dissertation project, explored the role of the father-daughter relationship and its influence on sexual behavior of the adolescent female in a White population. The sample included 18-23 year old females. Their fathers were not included in the study. The results of the questionnaire suggested fathers should be encouraged to assume an active role in the sexual socialization of their daughters by

assisting with the dissemination of sexual information and sexual values. She proposed fathers and daughters spending more time together may facilitate conversation about sexual topics between the two.

Dittus, Jaccard, and Gordon (1997) explored the impact of Black, or African American, fathers on adolescent sexual behavior. They determined there was a significant relationship between African American adolescents with a resident father and initiation of sexual intercourse. They found that 52% of teens who reported having a father figure were sexually active, compared with 66% of teens who reported having no father figure (p< .001). The authors concluded that having a father in the house is associated with a delayed initiation of sexual intercourse. This finding was consistent with previous research (p. 460). Dittus et al (1997) also reported that father disapproval of premarital sex, over and above maternal disapproval, was predictive of delay of first intercourse. A concluding thought from this study was that the stereotypical view of the African American family where the father plays a minimal role in shaping the sexual behavior and attitudes of their adolescents is questioned. Limitations of the work are the underlying assumption that when the father is present in the home the relationship is conducive to communication about sex related topics. This may not be true in all cases. In addition, no fathers were directly included in the data collection process. Reliance on self-report of sexual activity was identified as a possible limitation of the findings.

Bowling and Werner-Wilson (2003) studied father-daughter relationships and adolescent female sexuality. This study explored what specific dynamics interact with paternal influences to impact adolescent female sexual decision-making. The sample

was 17 White and Asian young women between 20-24 years of age and included no fathers. The study reported responsible sexual behavior among adolescent females was associated with: (a) fathers who were very involved in parenting and the father-daughter relationship; (b) fathers who encouraged androgynous behavior in their daughters, and (c) positive communication with fathers regarding men, dating, sex, and marriage. These findings were noted by the authors to emphasize the importance of gender socialization among family relationships. Implications for the education and prevention of HIV/AIDS as well as teen pregnancy among adolescent females were discussed and future suggestions for research are made.

The fourth work was another dissertation, which included daughters, but no fathers, consistent with the previously discussed studies. Hill-Holiday (2009) investigated father-daughter attachment and sexual behavior in African-American daughters. The purpose of the study was to determine if there was a relationship between father-daughter attachment, parent teen sexual risk communication and early sexual activity, condom use, history of sexually transmitted infection, global/sexual self-esteem and teen pregnancy in African-American females. The study used an anonymous survey administered online. The sample was African American college women ages 18-21. She proposed higher paternal attachment and involvement, combined with paternal monitoring may facilitate global self-esteem and be a protective factor against early sexual initiation. Hill-Holiday further stated fathers are in need of education as to how maintain a connection with daughters and engage in direct and indirect sexual risk communication. An identified future research

implication was to create prevention strategies utilizing fathers as a potentially effective method for delaying early onset of sexual activity.

A limitation of these four studies was no fathers were in the samples and only two of the four included on Black participants. The inclusion of both Black fathers and daughter in the same study discussing sexual socialization among their relationships was unique to the completed study.

Exploring Influence and Sexual Communication with Black Fathers

Recent studies have included Black fathers when investigating parental influence and discussion about sex (Wilson, Dalberth, Koo & Gard, 2010; Wilson, Dalberth & Koo, 2010; Wyckoff, Miller, Forehand, Bau, Fasula, Long & Armistead, 2007). One of the studies included a triad with Black mothers, fathers and preadolescents in their sample (Wyckoff et al., 2007).

Wilson, Dalberth, Koo and Card (2010) studied parents' perspectives on talking with preteenage children about sex. This qualitative study conducted separate focus groups for mothers and fathers, and for Black, White, and Hispanic parents to facilitate open discussion and investigation of potential differences across demographic groups. Content analysis was acknowledged as the method used to identify core themes and patterns. The purpose of the focus groups was to explore parents' perceptions of sexual risks confronting their children and barriers and facilitators of communicating with their 10-12 year old children about sex. Demographic statistics revealed 70% of the children lived in the home with both parents and average age of parents was 42 years. One finding suggested parents

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perceived substantial threats to their children from sexual issues indicating a need for discussion, but many parents had not yet had any conversations about sex and an identified barrier to these discussions was the belief that the children were not ready to hear about sex. Another finding proposed parents felt establishing a good relationship and open communication with their children facilitates communication about sex. Results indicated no major differences in the focus groups across gender, racial, ethnic, and geographic lines, although it was noted that mothers mentioned more than fathers, being unsure about how to talk to their children about sex. Noted limitations were parents involved in the study were interested in the topic enough to participate, findings may not represent parents less comfortable with the topic, and limited single parent households in the study.

Wilson, Dalberth and Koo (2010) provided analysis of the father participants in the previously discussed study. They suggested little research has explored fathers' perspectives of their roles in protecting children from sexual risk or discussions with children about sex. The focus group data were analyzed for themes and patterns related to fathers' communication with their children about sex. Findings indicated fathers were highly invested in making sure their children are safe and successful throughout life and reported varying levels of sexual communication, ranging from none to frequent. Fathers also shared they were the better parent to discuss how boys think and were more protective and restrictive of their daughters compared to their sons. The only reported differences related to race of fathers was that Hispanic fathers were more protective and Black fathers talked about their daughters' early pubertal development, restricting attire, and involvement in church as a way to develop strong

values. Limitations were participants were a select group of parents with an interest in and comfort discussing the topic and limited representation of single parent households.

Wyckoff, Miller, Forehand, Bau, Fasula, Long and Armistead (2007) investigated patterns of sexuality communication between Black preadolescents, their mothers and fathers with a triad format. This quantitative study used a 10-item questionnaire to measure communications about risk factors for sexual activity, sexual communication and sexual risk prevention. Most parents and children reported communication had occurred about most topics. Consistent with previous discussed research, mothers were more likely to communicate with daughters than were fathers. In addition, parents were found willing to be sexuality educators for their children. Wyckoff et al. suggested preadolescence may be the optimal time for parents to provide sexual risk prevention messages to their children before sexual activity is initiated. Noted limitations of the study were self-report, use of a convenience sample, limited questions about each sexuality topic, and narrow generalizability beyond Black triads.

A noted difference of these three most recent studies and the completed study was the focus on sexual communication. The completed study focused on sexual communication and environmental influences as a component of sexual socialization.

Summary of Literature Review

The following conclusions were reached based on a literature review of family communication and attitudes about sex: (a) family communication was usually

interpreted as "mother" communication (Fox & Inazu, 1980; Sprecher, Harris & Meyers, 2008; Taris & Semin, 1997); (b) the mother was identified as the primary sex educator of girls (Downie & Coats, 1999; Meneses, Orrell-Valente, Guendelman, Oman & Irwin, 2006; Wyckoff et al., 2007; Yarber & Greer, 1986); (d) the primary focus of studies on Black sexuality used low income samples (Coley, 2003; DiIorio, Kelley & Hockenberry-Eaton, 1999; Moore & Chase-Lansdale, 2001); (e) Black fathers were not a primary source of data collection (Hepburn, 1983; King & Lorusso, 1997; Sprecher, Harris & Meyers, 2008; Yarber & Greer, 1986); and (g) samples were not representative of the American population, using mostly White samples limiting generalizability of findings (Hepburn, 1983: King & Lorusso, 1997; Sprecher, Harris & Meyers, 2009).

A review of literature exposed a significant lack in the study of Black fathers with varying residency and their role in the sexual socialization of his daughters in the context or environmental influences and gender differences. Most of the studies specifically discussing Black fathers obtained data secondhand from their children and the mothers of their children. One idea missing from the previous literature was reasoning for not including Black fathers in the research process.

Possible explanations exist for limited inclusion of Black fathers in prior research on sexual socialization. The societal stereotype that Black fathers are uncaring and detached from their children may deter researchers from actively pursuing Black men to participate in their studies. For the completed study, the fathers were very willing to participate and possessed a high level of verbal expression during their interviews. Several fathers spoke of appreciating the

opportunity to discuss father-daughter relationships and a desire to help other fathers in the process.

The negative portrayal of Black fathers in popular media as fertile, financially irresponsible men who have no vested interest in their children is another reason. In contrast, the father participants in the completed study were caring, committed and concerned about their daughters. The father spoke of being financially responsible for their daughters and appreciating the opportunity to evaluate their parenting skills and potentially help other men develop better relationships with their daughters by not repeating their mistakes.

The current research study moved science a step further by exploring the Black father in the context of sexual socialization, including communication about boys and sex and spending time together, as an aspect of his relationship with his daughter.

Chapter III

Methods

Research Design

Field and Morse (1985) propose that qualitative methods be used when there is little knowledge about a phenomenon, when the researcher suspects that present knowledge may be biased, or when research questions attempt to describe an uninvestigated topic. Maxwell (1998) suggested research purposes for which qualitative studies would be useful: (a) in understanding the meaning of events or situation for participants; (b) to understand the context in which the participants act and the influence of this context on their actions; (c) to identify unanticipated phenomena and influences; and (d) to understand the process by which actions take place. A consistent limitation noted during literature review for this study is the lack of research on the Black fathers and sexual behavior of the Black adolescent females. Therefore, a qualitative approach was selected as the best method to give voice to Black fathers' and daughters' perspectives of the male parent role in the sexual socialization of the adolescent daughter. Specifically, a qualitative descriptive approach was used to explore perceptions and influences on sexual socialization among Black father-daughter relationships directly from the population of interest.

Qualitative descriptive studies are described by Sandelowski (2000) as "a

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combination of sampling, data collection, analysis and re-presentation techniques"

with the purpose of describing previously understudied phenomena. This method was

appropriate for this study because of the lack of previous research on the phenomenon

of the influence of the Black father on the sexual socialization of his adolescent

daughters. Sandelowski (2000) suggested that qualitative description "entails a kind

of interpretation that is low-inference, or likely to result in easier consensus among

researchers" (p. 335). She proposed that different researchers may explore different

aspects (e.g., feelings v. events) of an interview and their descriptions are both

accurate portrayals of the interview. In addition, Sandelowski suggested the

description in qualitative descriptive studies involves presentation of findings from

the interview in everyday language. Researchers who use qualitative methods strive

for descriptive validity or "an accurate accounting of the meanings participants

attributed to those events that those participants would agree is accurate"

(Sandelowski, p. 336). "Researchers conducting qualitative descriptive studies stay

closer to their data and to the surface of the words and events than researchers

conducting grounded theory, phenomenologic, ethnographic, or narrative studies"

(Sandelowski, p. 336).

Semi-Structured Interviewing

Mason (2002) suggested qualitative interviewing begins from the assumption

that it is possible to investigate elements of the world by asking people to talk, and

construct knowledge by listening to and interpreting what they say and how they say

it (p. 226). Sandelowski (2000) proposed that in qualitative descriptive studies,

language is a vehicle of communication, not lending itself to interpretation. Data collection techniques usually include semi-structured, open-ended individual or focus group interviews.

Individual semi-structured interviews have: (a) the capability to provide indepth information and produce previously known data; (b) the potential to obtain the participants' construction of the world while allowing the respondent a role in the formation of new knowledge; (c) the confidentiality not found in focus groups; and (d) the likelihood of increasing participant comfort during data collection. Due to the sexually sensitive nature of this study, individual semi-structured interviews were determined to be the best fit to explore the perceptions of Black fathers and daughters and allow an environment conducive to sharing sensitive information. Individual interviews allowed participants to speak freely and answer questions honestly without concern about opinions or reactions from others. Semi-structured interviewing offered production of knowledge and allowed the respondents a role in the formation of knowledge.

Sample and Setting

Description of the Sample

A purposive convenience sample consisting of self-identified Black American fathers and daughters, recruited from a small suburban Midwestern city (population=36,000), was utilized to reflect retrospectively on father-daughter relationship during the daughters' early teen years.

Sample Size. The sample consisted of 15 participants, six father-daughter

dyads and two fathers and one daughter (non–dyads). The final sample size was

determined by data saturation, based on simultaneous data collection and analysis,

and member checking.

Eligibility Criteria. In order to be considered for participation in the study

several criteria had to be met. These eligibility criteria included self-identification as

Black American, being a father with an 18-19 year old daughter or being an 18-19

year old daughter and father, and willingness to participate. Despite the preference for

complete dyads for the study, individual fathers and daughters were included when

both members of a dyad were not available. Barriers to completing interviews with

both members of the dyad included scheduling conflicts, and in one case no

communication with the non-resident father for 15 years, and in another a non-

resident father who lived out of town.

Demographic Characteristics of the Sample

Daughters

The daughter participants all met inclusion criteria and were 18 or 19 at the

time of their interviews.

Family Structure. All daughters reported living with their mothers from ages

12-17. In addition, six of the seven daughters reported living with adult males during

these same years. For this study, the father, or father-figure, could have been the

biological or step-father, an uncle, grandfather, or adoptive male parent identified by

the daughter as the male in her life filling the father role. This role was characterized as the male who completed tasks contributing to emotional, financial, and environmental safety and security of the daughter (e.g. providing allowance, meals, safe housing, transportation, doing things together). The men identified as father figures for the seven daughters who participated in the study included six biological and one adoptive father.

Sexual Activity Characteristics. Average age of first sex for the daughters was 16 years, with the earliest being 13 and the oldest 18. One of the 19 year olds reported never having had sex. None of the daughters were pregnant, or had children at the time of their interview. Four daughters were currently sexually active, defined as having sex within the past three months. Three of the four indicated they were actively using contraception in the form of birth control pills and condoms. The fourth daughter reported using condoms or no method of birth control when having sex. All daughters reported graduating from high school, and four completed at least one year of college. All daughters reported incomes in the $0-$11,000 range. The sample included three daughters with resident and four non-resident fathers.

Fathers

The average age of father participants was 46. None of the participants became fathers of their daughter participant as a teenager. Of the four resident fathers, three were biological fathers and one an adoptive father.

Education and Income Characteristics. All but one of the fathers reported completing high school. In addition, four fathers indicated some college education,

one completed trade school and one graduate school. The fathers reported varying

income levels, with one in the 0-$11,000 category, six falling in the $31,000-$70,000

range and one in the $91,000 and above range.

Other Children. The average number of children reported by fathers was

about four, ranging from three to eight each. Total children reported by the eight

father participants were 31; 23 daughters and eight sons. The sample included four

resident and four non-resident fathers. Two of the non-resident fathers were divorced

from their daughter's mother. The other non-resident father was never married to his

daughter's mother.

Father-Daughter Relationships. An indepth description of the father-daughter

relationships based on the data from the semi-structured interviews, offers further

insight into the participants, and is provided in the results section.

Daughters and Fathers

Three resident father-daughter dyads and an individual resident father

participated in the study whose daughter could not participate because of schedule

conflicts. In addition, three non-resident father-daughter dyads, an individual non–

resident father and non-resident daughter completed interviews. The other members

of the non–resident father dyads could not participate because of no communication

with the daughter and the father living out of town.

Procedures, Data Collection and Recording

Procedures

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Approval to conduct the study was obtained through the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board.

Participants were recruited by using both passive and active recruitment strategies. Flyers were posted at multiple community based sites (see Appendices A and B). Identified fathers and daughters living in the community, known to meet inclusion criteria, were approached by the researcher through face-to-face contact and flyers placed in mailboxes. Interested participants were directed on the flyer to contact the researcher by phone or email. Fathers were the initial contact for most of the dyads. During initial phone contact with potential participants, a recruitment script was used to determine if they were eligible to participate, and inquire about willingness and ability to be included in the study (See Appendix C). The investigator also determined how contact would be made with the other member of the dyad. When a father and/or daughter verbalized interest in participating in the study, an interview was scheduled. The majority of the interviews occurred on weekends to accommodate work and/or school schedules. If one member of the father-daughter dyad did not agree, or was unable to complete an interview, the available participant was still included in the study. Informed consent for participation in the study was obtained at the time of the interview before each data collection session (see Appendix D). Snowball sampling was used to assist in identifying potential participants by asking the participants in the study to recommend other individuals who met inclusion criteria. Five of seven individuals identified this way completed interviews. The last two were contacted but did not respond to attempts to schedule

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an interview. After three failed attempts to schedule an interview no further efforts to contact were made.

A University of Michigan Rackham Graduate Student Research Grant provided funds for conducting the study. No funding was obtained to provide financial incentives for participation in the study. The potential benefits of the study findings were discussed with participants.

The participants in the study appeared to have no difficulty responding to the semi-structured interview questions and did not express any concerns with the interview process. They listened attentively, maintained eye contact, and asked for clarification if they did not understand the wording of the question.

The demographic questionnaires, audiotapes and written transcriptions were maintained in a secure locked location separate from the contact information and signed consent forms in order to protect confidentiality of participants. A participant identification number was used on all documents and audiotapes.

Data Collection

Data collection was conducted by the primary researcher and a Black male research assistant. Before starting the study session, informed consent was obtained from each participant and all agreed to have interviews audiotaped (See Appendix D). Each participant completed a demographic questionnaire which provided basic background information (See Appendices E and F). Some of the information requested on the questionnaire included age, education level, income level and age of

sexual debut for daughters. After completion of the demographic questionnaire, the individual semi-structured interview was conducted.

Semi-structured interviews were conducted using open-ended questions based on study research questions and the previously identified theoretical perspectives. Interview guides were used to conduct the approximately 60 minute interviews. Interview questions were adapted for interviews with fathers and for interviews with daughters (See list below and Appendices G and H). Interviews were audiotaped and transcribed. The interview guide questions, asked of both father and daughters, included:

1. What do you think/feel about Black father-daughter relationships?

2. Tell me about what has influenced your relationship with your daughter/father

3. Tell me about talking with your daughter/father

4. There can be challenges raising a daughter. Some think that it is more difficult for Black fathers. What do you think about this?

5. How has being Black influenced your relationship?

6. What would you tell other fathers about relationships with their daughters?

7. What else should we have talked about that we didn't?

Additional questions and probes were used for clarification of data while being simultaneously analyzed. These questions focused on relationships between parents, socioeconomic influences, living situations, and communication in general.

All interviews for the study were conducted in a private conference room at two local public library sites easily accessible to public transportation. During the consent process, all subjects were offered the option of refusing to answer a question or discontinue participation in the study if they felt any psychological distress or discomfort during their interview. A list of local community counseling resources was offered to each study participant (See Appendix I). None of the fathers or daughters refused to answer any of the interview questions or accepted the offer for a list of community counseling agencies.

Hand-written memos were taken during the interview for clarification of responses to questions and to assist in data analysis. To improve reliability of the data, quality notes were taken, high-quality tapes were used for recording interviews, and audio-tapes were professionally transcribed. In addition, the researcher compared the transcripts to the audio-tapes to ensure accuracy of interview data.

In addition, during the consent process, fathers and daughters were asked about interest in participating in member checking interviews for participant validation of findings. Five participants agreed to be contact for additional interviews, provided contact information, and participated in the member checking process.

Recording

Semi-structured interviews were audiotaped and transcribed to improve the data analysis process. The primary investigator and research assistant met to debrief after his interview to discuss and record first impressions and observations.

Human Subjects

Although risks were minimal, there was a potential for participants to be emotionally upset by some of the questions. The possibility of participant burden also existed related to the personal nature of some of the interview questions. Therefore, several steps were taken to minimize emotional upset to participants. Potential subjects were not subjected to any coercion or undue influence to participate in the study. Consent for participation in the study was obtained at the time of the interview from participants before each data collection session began with the assurance that confidentiality would be maintained (See Appendix D). In addition, participants were given verbal reassurance that individual interview data would not be shared with any other study participants, including their dyad counterpart. Data collection did not begin before IRB approval was received. All subjects were offered the option of refusing to answer a question and/or to discontinue participation in the study if they felt any psychological distress or discomfort during their interview. A list of community counseling resources was made available for each study participant (See Appendix I). No participants expressed discomfort or distress due to participating in the study.

Data Analysis

Qualitative Content Analysis

Qualitative research is characterized by simultaneous data collection and analysis, and both shape each other (Sandelowski, 2000). Data analysis was an ongoing process from the beginning of the first interview through the completion of

the final member checking session. This process assisted the researcher to maintain a high level of familiarity with the data. The ongoing data analysis, as suggested by Creswell (2003) allowed the researcher to continually reflect on the data, ask analytical questions and write memos of general impressions and thoughts throughout the study. Content data analysis, recommended for qualitative descriptive studies by Sandelowski (2000), was conducted to examine the interview data.

Coding

The organization for the process for analysis of the semi-structured interviews was guided by Sandelowski (1995 & 2000), Morgan (2003), Hsieh and Shannon (2005) and Creswell (2007). The first step in the data analysis process was to read each individual transcript several times to get a general understanding of the responses to the interview questions. The interview data were reviewed for completeness, and handwritten notes taken during interviews were reviewed and used during the data analysis process, as is recommended when using the method of qualitative description (Sandelowski, 2000). While reading the transcripts, notes were written next to the text and used to label, or identify, data that was of particular interest for further exploration and examination. The transcripts were read again and the data, along with the previously documented labels, were used to formulate a list of topics which were then developed into the initial topic categories. The next step was to identify descriptors to reflect and organize the topics in order to generate the first codes for each individual interview. The codes were then reduced into broader categories and grouped into related topics (Sandelowski, 1995). This entire process entailed continual reading of the transcripts to ensure the true meaning of the

participants' responses was given the proper attention. The data was then organized into categories of codes and more indepth analysis began. The codes were grouped according to the perspectives of the respondents (Morgan). One of the most difficult steps was using the coding process to generate a small number of themes for the study (Creswell). This process was repeated for each of the 15 interviews conducted during the study. After this extensive process of coding, three themes with supporting subcategories were identified from the interviews and determined to be the major findings of the study.

Strategies to Enhance Scientific Integrity

Maxwell (1992) suggested the validity related concern of most qualitative researchers is the accuracy of their interpretation of data, and the ability to prove they are not "making up or distorting" what was heard during data collection. Sandelowski (1993) suggested member validation or member checking, an approach to address validity in qualitative studies. Creswell (2007) reported that many perspectives exist regarding the importance of validation in qualitative research. Using direct quotes, thorough descriptions of text, and member checking were validation strategies discussed by Creswell, used during data analysis for this study. Additional strategies were data saturation, establishing trusting relationships with the research participants, and checking data for accuracy once copied, transferred, or quoted. Keeping researcher bias from past personal experiences in control was another validation strategy was used in this study. The importance of not letting past research findings, or personal life situations, influence interpretation of interviews was maintained to increase scientific integrity of the study. Members of the

dissertation committee provided guidance during data collection, analysis, and writing of the results. Sandelowski proposes that the expected outcome of qualitative descriptive studies is a straight descriptive summary of the informational contents of data organized in a way that best fits the data. These validation strategies were used to ensure that the data collected was a true representation of the perspectives of the participants in this study and enhanced the scientific integrity of the study.

Validation Strategies

A variety of strategies were used in the study to ensure descriptive and interpretive validity. Establishing trusting relationships, checking transcripts for accuracy, simultaneous data collection and analysis, data saturation and member checking were the methods chosen for this project.

Trusting relationships was an important factor in the study. The inclusion of fathers and daughter from the same family was a potential barrier to honesty in the interviews. Providing reassurance to the study participants, particularly the daughters, that their interview data would remain confidential was emphasized during review of the consent form. Addressing any concerns or questions prior to, during and after the interview about sharing individual, personal information about their sexual activity or responses to the interview questions was vital.

Quality interview data and accurate representation of the taped interviews was imperative to the validity of the study. To ensure a high level of accuracy, interview transcripts were compared to audiotapes of the interviews and to determine correct

representation of the data. Minor editing was required to the transcripts and all were found to be accurate presentations of the interviews.

Simultaneous data collection and analysis were a crucial part of validation. This allowed for adjustment to the interview guide in an effort to obtain clear responses to the interview questions. A few questions were revised when it appeared the respondents did not understand the question as it was read during the interview.

Data saturation was used to make the decision that enough interviews had been completed for the study. The researcher, under the advisement of the chair and co-chair of the dissertation committee, reviewed ongoing interview data and compared them with completed data analysis. Data saturation was met when it was determined no new information could be obtained by conducting additional interviews.

During member checking, the last of the identified validation strategies, the researcher reviewed a summary of interview responses, including introduction of the major categories. Five respondents, including three fathers and two daughters, completed an additional interview. Fathers and daughters who were articulate and provided examples and detailed responses to the interview guide were selected for member checking interviews. All five verbalized agreement with the researcher's analysis of the interview data and felt their interviews were accurately represented and the analysis "made sense". No new data requiring additional analysis or clarification emerged from these sessions.

Sandelowski (1993) proposed that the expected outcome of qualitative descriptive studies is a straight descriptive summary of the informational contents of data organized in a way that best fits the data. These validation strategies were used to ensure that the data collected was a true representation of the perspectives of the participants in this study and enhanced the scientific integrity of the study.

The results chapter provides a multifaceted look into sexual socialization among the Black father-daughter relationships explored in the study.

Chapter IV

Results

The Black fathers and daughters in this study vividly described their interactions during the daughters' teen years and provided perspectives on Black father-daughter relationships and sexual socialization, including sexual communication, creating a bond early in relationships, and spending time together. They described the teen years as a stressful and tumultuous time period; but emphasized that they survived and developed long standing father-daughter relationships. They expressed the desire for other fathers and daughters to develop relationships without the problems they encountered. The fathers and daughters in this study sample provided an in-depth look into their relationships and how they influenced sexual socialization. Father-daughter relationships will first be described to provide context for understanding perspectives on relationships and sexual socialization revealed by the fathers and daughters in this study.

Black Father-Daughter Relationships

Most of the father-daughter relationships were close; however, some were strained and distant in nature. The love that fathers and daughters felt for each other was evident during the interviews, even for those that described a strained relationship. The close relationships were characterized by spending time together,

using humor to ease tension and having conversations about various topics, including boys and sex. The distant relationships reflected strain within the parental relationships and minimal time or conversations about any topic between the fathers and daughters. However, whether they experienced a close or distant relationship, all of the fathers and daughters emphasized the importance of building relationships early with regular communication and addressing barriers that might interfere with their relationships. There were resident and non-resident fathers and daughters in this study. The descriptions of their living situations and relationships provided a context for understanding the results.

Resident Fathers and their Daughters

Three resident father-daughter dyads and an individual resident father participated in the study whose daughter could not participate because of schedule conflicts. Of the four resident fathers, three were biological fathers and one father who adopted his daughter during her teen years. Two of the fathers spoke of having a good relationship in which they communicated and discussed a variety of topics, including boys and sex. One resident father reported tension and a lack of communication with his daughter. This presented a contrasting perspective on the resident father situations that enhanced understanding of the father-daughter relationships.

The daughters with resident fathers spoke more of family time, than one-on-one time, with their resident fathers. They also reported a later, older age of first intercourse compared to the daughters of non-resident fathers.

Non-Resident Fathers and their Daughters

Three non-resident father-daughter dyads, an individual non-resident father and an individual daughter with a non-resident father, also participated in the study. Two of the fathers were non-residents due to divorce and two were never married to their daughters' mothers. The divorced fathers spoke of making considerable effort to maintain a relationship with their daughters, being a financially responsible parent, and warning them about the negative aspects of sex and dating boys with religious undertones. One non-resident father never lived in the same household or married his daughter's mother and described a distant relationship with his daughter. Another non-resident father said he had no consistent contact with his daughter for over 15 years, but did have occasional contact during her teen years.

The non-resident fathers described relations with the mother of their daughters as presenting structural and emotional barriers to the father-daughter relationship. The daughters with non-resident fathers described not living in the same house, or city as their father as limiting the opportunities for interacting and spending time building a foundation for their father-daughter relationships. They also desired more time and conversations with their father about boys and sex, and wanted this earlier in their lives.

The resident and non-resident fathers and daughters in this study described consistent descriptions of perceptions, influences, and barriers to sexual socialization within the context of their relationships during the daughters' teen years. The primary goal of this qualitative descriptive study was to accurately portray the participants'

perspectives on the Black fathers' role in the sexual socialization of his adolescent daughter.

Relationship and Sexual Socialization Major Categories

Three major categories of topics related to relationships and sexual socialization emerged during the interviews with the Black fathers and daughters in this study. They described: (a) perceptions of relationships and sexual socialization: "Little one on one time together" and "I had to keep it real"; (b) influences on relationships and sexual socialization: "Black fathers don't face any unique challenges" and "Learning from my mistakes"; and (c) barriers to relationships and sexual socialization: "Not being in the same home made a difference" and "Mothers interfered".

Perceptions of relationships and sexual socialization were the fathers' and daughters' understanding of how factors influenced their relationships and time spent together building a relationship favorable to discussing all topics, including boys and sex. Influences on relationships and sexual socialization were the actions, behaviors, or opinions that fathers and daughters indicated affected their views, behaviors and quality time. The fathers' and daughters' interviews reflected the notion that time was required for building relationships conducive to conversations and discussions about sex and boys. Barriers were factors they described as hindering the development and time required for development of father-daughter relationships and sexual socialization.

Three major categories, including topics within the identified categories are presented for clarity in the re-presentation of the data. The detailed descriptions of

perceptions and examples revealed by the fathers and daughters in this study added to the richness of the data. Some interview responses were evident in more than one category. Therefore, some responses from the father and daughter interviews are included in more than one area.

Perceptions of Relationships and Sexual Socialization

Perceptions described by the fathers and daughters in this study fell into several topic areas. A descriptive summary is presented of the father and daughter perceptions of the process and content in the following subcategories: (a) father-daughter communication about sex; (b) protection and /or warnings about sex; (c) fathers' presence in the home and at activities daughters were involved in; (d) racial influence on father-daughter relationships; and (e) advice to other fathers about how to be a better parent and discuss sex more effectively with their daughters. The topics within the major categories provided a deeper look into the perceptions the fathers and daughters expressed.

Communication. Perceptions of fathers and daughters focused on the influence of father-daughter communication including both content and process. Fathers discussed the content of communication and spoke of wanting to talk more with daughters during their early teen years about the dangers of sex, helping them to make informed decisions about the fathers' goal for them to not have sex and focusing on future life goals. The daughters' focused on content of communication and spoke of wanting more information about sex and boys than their fathers offered. Both fathers and daughters discussions of communication reflected lectures rather than conversations when discussing boys and sex. Although fathers and daughters

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spoke most often to the content in their communication, their responses suggested a desire for a balance between both process and content.

Process of communication focused on how to share thoughts and feelings about boys and sex by having actual conversational exchanges between the fathers and daughters, rather than lectures. Consistent themes related to communication were revealed by fathers and daughters, including fathers' and daughters' perceptions that their communication progressed within their general conversations to discussions about sex. In other words, regular conversations about life in general were viewed as opening the door to sexuality related topics, such as boys and having sex.

Fathers and daughters described the process and content of communication in their relationships with a focus on: (a) commitment to communication, (b) being realistic, (c) being comfortable, (d) lecturing versus communicating, (e) meaningful communication, and (f) challenges in communication.

Commitment to Communication. Fathers and daughters described the process of communication as being influenced by commitment to open, non-judgmental communication. A daughter explained:

> "We had our ups and downs like any other father and daughter. . . But we always stayed close… I could talk to him about anything…I still had my moments, but where I didn't want to say nothing to him. But we always talked… Well he would ask me about my day, and things at school. When he actually knew I was doing it [had sex] we talked about it… Like I thought he'd be disappointed in me. But after he….when he found out (I had sex), he was actually OK with it."

Being patient and persistent with discussions about any topic was an important component of commitment to communication. A father shared:

"I told my daughters, you can tell me anything from starting your period to whatever you need to know that someone . . . I will be there . . . so you got to wait and you gotta be patient… And you say, what is the amount of patience that you have? . . . You still have to communicate, communicate, communicate, that has to be consistent. That's the only thing I can say. Gotta communicate no matter what happens."

Being Realistic. Communication was discussed in the context of "being real",

or realistic in discussions about sex and sexual risks. Limited depth, or lack, of

sexual information received from their own parents was discussed as a motivation for

not "sugar-coating" things. A father said:

"… I feel that it is very important that I keep it real with my kids, to let them know what's out there about sex and what to expect. I used that to explain to her the dangers of certain behaviors in relationships; she can relate to that . . . my attempt to keep it real with her . . . I don't sugar-coat things. . . I can remember some of my sex talk, if you will, with my dad was while we were fishing. He told me and my brother to make sure we wear rubbers, and that was it. That was the extent of it. We never talked about relationships. We never talked about the emotions and the baggage that goes along with it."

Being Comfortable. Communicating about sex with comfort and confidence

was described as a basis (or prerequisite) to having these discussions about sex and

sexual risks. The importance of comfort and confidence was described in relation to a

mother's hesitance to discuss sexual topics with their daughter. One father expressed:

"I'm real comfortable talking about sex. It doesn't even bother me to bring that conversation up. My wife sometimes, and I've told her explicitly about this… she's like, oh don't bring that up… don't say that, don't say this….they don't need it. She's hears everything on it (sex). . . mostly in the streets. So there's nothing we can hide from them. And it's gonna happen eventually, but she (wife) just thinks we don't need to talk that much about it."

Black families were described as being comfortable and open with sexual

communication, which facilitated the daughters' knowledge, or awareness, about

boys and sexual risk. A daughter said:

"I think Black families communicate about sex more than White . . . We also spent a lot of time doing things as a family. I have a lot of knowledge about boys and I credit my father to most of it. . .Yeah the guy was comfortable talking to me…no matter what it was about… I took it in [his advice about boys."

Communicating in a comfortable, relaxed manner was described as a strategy to

keep conversations flowing in discussions about sex and sexual risks. One father

shared:

"Me and her relationship was good, open, we always had a real open relationship, fun-loving… I kept the parenting side going, and I kept the friend side going too just to keep the avenues of communication open so you can basically be a parent all the time. I feel that kind of breaks down the communication, parenting all the time . . . so you got to pull the rope a little way and try to be a friend, you be a friend, and be interested in what she likes…"

A differing level of comfort was described in relation to the obligation to have

conversations about boys and sex and affected how the conversations were structured.

A daughter said:

". . . I think he was comfortable (talking about sex), but it was something that he'd rather not talk about, but knew he needed to discuss. So that's why the conversations were short . . . we talked about school, my games . . . future plans . . . college . . . it was more like a lecture than conversation."

Lecturing versus Conversation. Daughters described discussions about boys

and sex as being more like "lectures than conversations". The discussions were time

limited and unidirectional. A daughter said:

"Well, our conversations usually didn't last over 10 minutes . . . And like, he really didn't get to the depth of sex, what it was, if I ever started . . . the precautions I should take, it was nothing like that. It was more like 'don't do it (have sex). . . And I'm not expected to do it (have sex), therefore 'I'm (Dad) not gonna tell you about it', so it was like that kind of thing . . . It was more

like a lecture than an actual conversation . . . a back and forth conversation . . . I would just listen, like 'Okay Daddy, I know that'."

Meaningful Communication. Although fathers and daughters in this study

said they communicated, they described an absence, or lack of meaningful communication or conversations about sex as a characteristic that affects father-daughter discussions. The conversations were influenced by no interest in boys, strained father-daughter relations, poor father-daughter bonding and a lack in the depth of information exchanged.

No Interest in Boys. A daughter related her lack of interest in boys to lack of communication with her father about sex:

"Even though we didn't live together, we talked . . . maybe not on a daily basis . . . I could call him at any time . . . There definitely was a lack of communication. . . We didn't communicate a lot . . . Boys weren't my top priority. . . It shouldn't be. . . Well my friends and I just weren't at all into it. "

Strained Father-Daughter Relations. Some daughters related their fathers' over-protectiveness to a lack of communication. One daughter said:

"We didn't have a relationship at all, because we didn't talk and couldn't get along at all. . . He tried to talk to me . . . my dad is stubborn . . . He was going to my basketball games, cheerleading meets and all that stuff, but he was very over-protective."

Poor Bonding. A father related poor bonding to lack of meaningful conversations:

"We didn't have a lot of conversations . . . no real serious conversations. It was just barely anything . . . We never bonded too close . . . so close to have serious conversations about anything . . . In fact when I hear from her it is usually through a text on my cell phone."

Lack in Depth. A father described about not getting "heavy" on some issues when talking about sex. He said:

"We would communicate about sex, but I'm not sure that we really communicated heavy on some of the issues."

Challenges in Communication. Fathers described the frustration regarding the challenges of talking with daughters, especially related to difficulty talking with your own teen about anything and that it is easier not to communicate. A father explained:

 "It was a rough stage . . . Painful . . . Painful . . .And it was a very tough time. . . I don't think it got really that painful until she started high school. . . The communication . . . There was most certainly a communication issue because, there was a situation (appropriate time) where it became easy not to communicate versus to communicate. . . Even though you were trying, it got easy not to, because it is challenging . . . trying to talk to teenagers about any topic, especially your own."

Struggles of communication and how to keep conversations were discussed. The fathers and daughters discussed varying aspects within their relationships. The fathers and daughters described a fine, and occasionally overlapping, line between process and content of sexual communication. For example, during their conversations about boys and sex, while the father focused on content, his daughter focused on process and vice versa. Very rarely were they on the same page at the same time.

Protection Strategies and Warnings About Sex. Fathers' and daughters' perceptions of their relationships during the daughters' teen years indicated that fathers protected daughters by using strategies, such as warning them about the dangers of boys and sex. Some strategies included attempts to invoke fear in the daughters about having sex. Fathers and daughters shared perceptions that focused on: (a) the strategy of warning, (b) fathers give better advice, (c) lack of warnings, and (d) protection of daughters.

The Strategy of Warning. Initiating discussions that included warnings about boys, talking about diseases, and manipulation by boys was one of the protective strategies discussed. A father said:

> "I asked her what kind of boys she liked . . . I told her you'll know when the time is right but just wait, hold on . . . I mean there will be only one first time there and you just can't be out there picking random boys, there's all kinds of diseases . . . More than likely the boy is just using you for a trophy . . . He is trying to manipulate you and turn you against me so that he can get what he wants (sex) and go on about his business."

Additional warnings about contracting sexually transmitted infections and ramifications of unplanned pregnancy were also discussed as a way to deter sexual activity. A father said:

> "I don't think she has had sex, but if I don't watch her all the time . . . I mean, I know it's gonna happen, but I preach to her, if you're gonna have sex don't just grab any guy. I'm trying to protect you from disease. Life-threatening diseases . . . Just because the guy is out there, don't mean he doesn't have some sexually transmitted disease. And AIDS is an epidemic and once you catch that disease you could live forever, but we're not Magic Johnson . . . we can't afford medicines that he afforded. I'm preaching it day in and day out. Don't bring luggage home, because dad ain't carrying no suitcases."

Warnings about relationships with boys also advised that they be aware of risks. A daughter said:

> "My Dad told me don't take anything too serious…you're young. He did inform me, you're gonna have a first love, and that's normal, what you're feeling…He said, 'put all that hormone stuff aside' and just keep your eyes open pretty much."

> Fathers' recollections of their own promiscuous teen years motivated them to

warn their daughters about boys and sexual risks. A balance between religious beliefs and honesty when discussing boys and sex was employed. A father explained:

"I was trying to warn her…what I was like when I was a young teenage Black male with some of the influences… And the standard that **we** want to have… abstinence…and the filter was the Bible. Being that my relationship with God was very important to me, I try to convey that to her, but not really force it on her . . . I told her, 'go through the abstinence program and promise to save yourself until you're married' . . . One of the big issues that influenced me with my daughter is when I was growing up, I was very sexually promiscuous, and I was just afraid to death that my daughter would run in to a young man like me. And I was just always warning her that she just really had to protect herself . . . And I believe that if we're honest with our children and they see us being responsible in our behaviors that would help them. "

Fathers Give Better Advice. Daughters described that it was better to have

warnings and advice about boys come from fathers (since they were boys once

themselves), rather than mothers. One daughter said:

"Boys, it was easier to talk to fathers about them and just getting advice from him (my father). Your mom, all she can do is just be there and say well, 'the guys I was with were like this' . . . with my Dad . . . he can say all guys are like that because he knows . . . And he can basically warn me about things that a mother can't. She can't say,' I know this because she wasn't a boy'."

Lack of Warnings. The notion that protective warnings never being given by a

father, a contrasting view from a father and daughter who did not communicate, and

how said warnings have been received, was discussed. This daughter acknowledged

potential benefit from her father's warnings, but that she probably would not have

listened. A daughter said:

"He never told me anything because we didn't talk… I would have received advice about boys and sex, but I might not have wanted to hear it…Like I would have listened…even though I didn't want to."

Protection of Daughters. Trying to protect daughters, guiding them down

the right path in life, and the struggle between letting go of his "little girl" and

visualizing her as a young woman. A father said:

"I think when girls are younger, especially my girls, they are so dear and always clinging to their father . . . and I think that over the course of time, the father don't want to let that go . . . You just kind of want to hold on to them and protect them . . .We try to do anything in our power to try to steer them in the course that they should go, and not the course that they want to go to, but that course that they should go . . . And a lot of times, that's really the struggle."

The fathers used the strategy of warning and protecting their daughters from having sex by offering information about life, boys, and their futures. They attempted to teach their daughters and make them aware of negative outcomes of sexual activity as a way of preventing them from being sexually active.

The daughters shared interpretations of their fathers' warnings and expressed feelings about the information they did, or in some situations did not, receive from their fathers. Most of the daughters acknowledged warnings and advice were given, or recognized the importance of information from their father.

Presence. The notion of presence in a daughter's life was introduced in several ways. The perception of presence was conceptualized as: (a) being in the home, (b) spending time in the presence of daughters, (c) being visibly present at daughters' activities, and (d) spending time with daughters. The responses focused on spending time together in close physical proximity of one another as a possible way to allow for relationship bonding and support.

Being in the Home. Physical presence in the home was discussed in relation to the importance of both parents being in the home and this having a positive influence on delaying teen pregnancy. Lack of physical presence in the home was also discussed in the context of divorce. One father shared:

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"You don't see many Black parents hugging in the household, which I feel is very vital right now…. that some of us can't do it, and I think that's why you see Black girls teen pregnancy rate so high… I'm fortunate, because I'm in the house with my wife….me and my wife are together."

A daughter discussed moving away with her mother and her father's presence: "When my mom remarried and we moved away, my dad was still very involved . . . he just wasn't in the house."

A father discussed presence after divorce and making the effort to see his daughter:

"She was real young when we got divorced. She was like 3 years old . . . But I made it a priority to make sure that I saw her after they left town."

Being Visibly Present at Activities. Physical presence at activities was discussed. One daughter who verbalized a tense relationship with her father said: "He was going to my basketball games, cheerleading meets and all that stuff… we just couldn't get along for anything."

Observations about lack of presence of Black fathers' at their daughters' activities were expressed. A father said:

"I don't see enough father-daughter type interactions… 'cause through my travels with sports and our (both parents) participation in school projects and things, I just look around and don't see too many of Black fathers being involved in school or sports activities with their kids… and it was one of the things that did surprise me, it was kind of a disappointment… that's why I kept saying to myself that this is something that you have to continue doing. It is important to make sure that Black fathers are represented where ever you at, in sports or in school participation and things of that nature."

A daughter who never lived with her father provided positive insight on her father's physical presence: "He was a support at the basketball games and everything else . . . He was there when I needed him. I always lived with my Mom and brother, but he came around."

Never living in the same household was also discussed in the context of

making the effort to be physically present at activities. A father said:

> "Not a whole heck of a lot to tell. We didn't live in the same house. We didn't have a heavy duty, good, positive relationship at that time. I basically saw her on holidays and birthdays … I really didn't have a relationship where I had her overnight or weekend visits or something. I attended her school activities and once in awhile, we'd go get something to eat . . . something like that but not on a regular or consistent basis."

Spending Time with Daughters. Fond memories of spending time with a

daughter during the early teen years was discussed. A father shared:

> " During those early teen years . . .we spent a lot of time together . . . we liked to cycle, go bowling or just go out in the park goofing off… or in the backyard just laughing and having a good time… Those are the good moments and the memories that will always be there ingrained in your system."

Perception of the importance of showing support to their daughters' by being

physically present at activities was discussed by father and daughter participants.

Resident fathers spoke about the lack of loving parental relationships in Black homes

and the limited visibility of Black fathers at their daughters' activities. The non-

resident fathers spoke of making a concerted effort to be present at their daughter's

activities and be involved in their lives. Daughter interviews reflected fathers who

were actively involved in their lives even though they were physically apart.

Race. The fathers and daughters had no difficulty sharing perceptions of being

Black as having an influence on the growth and development of father-daughter

relationships. This group of fathers and daughters felt race had no direct influence on

their relationships, but did offer perceptions about how race indirectly played a role in

the relationships among the Black fathers and daughters in this study. Perceptions of the indirect role of race on father–daughter relationships reflected (a) social status and finances, (b) difficulty of raising "any" teenager, (c) choosing to be a parent, (d) stereotypes and conflicting messages, (e) using race as an excuse, (f) institutional racism in the court system issues and (g) multiple factors.

Social Status and Finances. Social status and finances were identified as indirectly influencing father-daughter relationships by limiting financial resources available to raise a child. Discussion of issues focused on how limited finances impact raising daughters. A daughter said:

> "I don't think color has anything to do with the relationship that you share with your children . . . maybe your social status has something to do with your relationship that you have with your children . . . But really it's just the father and the daughter that affect the relationship . . . It might be hard for parents to raise a child and make little money . . . especially if they don't have much of anything."

Another daughter concurred:

> "I feel in this world if you're an Black child or an Black family, it's harder for you to do things than as maybe a Caucasian family . . . Like jobs, your Mom or your Dad, it might be hard for them to find jobs . . . whereas if you were white then you'd get hired on the spot if they knew… but they say nowadays it's not a really an excuse . . . I think really it's more economic because of money. . . It takes a lot of money to raise a child and you know it takes money to have a home, food . . . if you're raised with less, the burdens as are on the poor people. It's tougher on parents because they can't explain all the time why you can't have something because they can't afford it. "

Difficulty Raising "Any" Teenager. The struggles and difficulty of raising any teenage daughter was discussed as being more of an issue than race. A father expressed:

"I think teenagers are teenagers . . . I am around teenagers and parents who are not Black and have talked to their fathers . . . These kids had given their parents some of the same issues that I'm dealing with . . . So I don't think this is really race-based."

A perception that race has no direct influence on the father-daughter relationship was discussed in the context of removing the blinders about daughters. A father shared:

"Being Black, No, I don't think it matters. I think getting over the notion that this is my little angel . . . she's just so precious she would never make any mistakes (smile) . . . There are millions and millions of young ladies out here . . . and that if I were blind to what they looked like or what color they were, any one of them could be my daughter."

Choosing to be a Parent. The way fathers choose to raise their children, and not race, was discussed as impacting father-daughter relationships. The interviews focused on differing parenting techniques and competing priorities to parenting time. One daughter expressed:

"It just depends on how you raise your daughter . . . because everyone is different, and everybody has like different techniques on raising their children . . . I don't think that being Black has anything to do with it."

Competing priorities were described in relation to spending time parenting. Another daughter said:

"Any man can be a father if he wants to no matter what his circumstances or race is. If he wants to spend time with his child and if that's not one of their main priorities they ain't gonna do it. Just like if your priority is to get drunk and hang out with your friends then you'll do it . . . It's just all about what you think is most important in your life."

Stereotypes and conflicting messages. Sexual stereotypes about and conflicting messages from Blacks fathers, rather than direct impact of race, were focused on instead of race alone. The interviews described disadvantages of Black,

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parenting styles of Black fathers, as well as their own sexuality. A father discussed stereotypes:

> "There are great challenges with daughters . . . I think it's more difficult for Black fathers because in a standpoint that Whites always think the Black person has their hand out for something. . . but if you look at studies, there's more Whites struggling then Blacks because there's more of them. "

Stereotypes of Black fathers and how they raise their daughters were reflected on during an interview. A daughter said:

> "It is easier for a Black man to raise his daughter than a White man . . . Because Black . . . they don't take stuff from their kids . . . Black kids get punished for things. Caucasians, they just let their kids walk all over them . . . A Black father is not about to let his child walk all over them."

The notion of conflicting message from Black fathers was described in relation to race not being an influence on father-daughter relationships: "I think it's a little harder for Black fathers because they tell their daughters, 'don't have sex outside of marriage', and a lot of them do it anyway."

Using Race as an Excuse. Perception that race was not an issue and is used as an excuse for poor development of father-daughter relationships was discussed. Father and daughter responses focused on why they felt using race was not a good reason for not having poor relationships A father discussed the impact of growing up in a diverse neighborhood:

> "I guess that I've never really used race as an excuse . . . I just kind of kept going . . . The way I was raised I really never looked at Black and White issues. I actually grew up in a really diverse neighborhood . . . wherever I go I just fit in because it's just all natural . . . I never really felt the pressure of being a 'Black' father or parent or anything like that…"

The notion of using race as an excuse for difficulties in raising daughters was also

perceived by another father. He shared:

> "I think that it's an excuse that people use . . . 'cause I don't think that it's any harder for a Black father to raise a daughter than it is for a White father to raise a daughter issues . . . Fathers and daughters . . . no matter what their race run into the same problems."

A daughter shared about using race as an excuse: "Race . . . There are some people that might say or might think that . . . but I think that's just an excuse . . . Really, it's just the father and the daughter that affect the individual relationship."

Institutional Racism in the Legal System. Perception of race in dealing with the family court system were verbalized by the struggles of a father with a bi-racial daughter. He shared his opinion:

> "Well, I don't know, it's kind of a stigma, I mean like, TV or um, the way the media kinds of portrays us Black men . . . I'll tell the court things about her (White) mother, and they'll be like, ' you (the father) can't prove it' . . . The reason I used to see my daughter at the Parenting Center is because their mother went down and told them all this stuff that was, or was not true, and they took it as fact. I think that's an obstacle, especially with biracial children. If the father's Black and the mother's White, he is at a very big disadvantage."

Multiple Factors. Impact of finances, being positive role models and lack of commitment in father-daughter relationships in the Black community, were discussed as factors, rather than race alone. A father said:

> "I can't compare my experience with that of a White father . . . I think one of the issues that would be difficult is the financial aspect . . . that influence comes from my Daddy not being there financially. In general, I think Black fathers probably should be better role models to their daughters and how they treat women, and really try to boost up their self-esteem and let them know that they're valuable and that. Unfortunately, in the Black community, there's a lack of commitment in father-daughter relationships; I don't think that daughters and fathers get that good bonding where they can really communicate without Dad being there. "

The majority of the participants felt race had no direct impact on raising

daughters, or father-daughter relationships. Others shared perceptions of the indirect

influence of race in related to societal and personal stereotypes, financial obstacles

and institutional racism encountered by Black men.

Advice. All of the father and daughters offered advice, from a variety of

perspectives, about parenting adolescent daughters. The advice was heartfelt, an

attempt to help other fathers and daughters to not face similar obstacles in their

relationships, and incorporated several areas. This advice focused on: (a) maintaining

communication, including discussions about boys and sex; (b) being there and

listening; (c) shutting up, listening and spending time together; (d) using patience and

humor; (e) being relevant; (f) being more than a financial parent; (g) letting go; (h)

being yourself; and (i) building the foundation for a relationship. The advice offered

personal tips for building strong father-daughter relationships.

Maintaining Communication. Advice on the importance of maintaining

communication was a focus when discussing father-daughter relationships.

Importance of communication, even when it seemed as if the conversations were

hopeless and the daughter was not listening, was discussed. A father said:

> "I think one thing that I've learned is to always try to keep a line of
> communication open, no matter how difficult it may be. And how, no matter
> how hopeless it may seem, you know, just continue to talk. Even though they
> don't want to listen, they will . . . they are listening. They may not appear to
> be listening, but they are listening. And uh, and just hold on in there, you
> know. It's just a phase, and phases don't last forever."

> *Being There and Listening.* Advice about being there by hanging around,

listening, and initiating conversations was offered. Emphasis was placed on the importance of showing a daughter you are "there" was discussed. In addition, specific suggestions for biological fathers who were not involved was given. A daughter suggested:

> "Just be there and listen . . . You can't think that because you're a Father, you shouldn't try to talk to them . . . there are things that daughters' might be scared to tell their mothers. So just have an open ear and be there . . . cause sometimes they can't open up like right away . . . With me and my father, it doesn't even matter if it's your real father. . . he was there for me. . . My 'real' father adopted me, and he was there to take care of me. He treated me like he treated his own . . . (Advice for biological fathers who are not around) . . . Try with your daughters . . . actually don't walk out . . . because that's when they're going to feel that it was their fault . . . And they will get their hopes up every time you call and say you'll show up. They are just going to think bad of you . . . so don't give up, and try to talk to them . . . You can't make up for that lost time."

Shutting up, Listening and Spending Time Together. Fathers showed no restraint when discussing perceptions of how to improve father-daughter relationships by listening, spending time together and being prepared to talk about sex. Practical suggestions were given about how to have a good relationship. A father said:

> "Shut up and sit down and listen, because you're not listening. If she's driving you crazy, there's a reason . . . You don't want to hear it, for the first thing. But she's actually trying to ask for your advice . . . You don't want to hear it, but you need to, because what you're listening to is about what she likes and if you don't listen to what, or who, she likes, then something is going to happen . . . You got to spend some time with them and get to know them . . . And if they want to talk about sex, they're already thinking about it. So you need to listen."

Using Patience and Humor. Advice focused on her perceptions of improving fathers' sexual discussions with their daughters by using patience and humor. The focus was on easing tension to allow exchange of information during conversations about boys and sex. A daughter suggested:

"Well, he's gotta have patience. A lot of fathers don't have patience when it comes to talking about sex. They just say "don't do this and don't do this" . . . Fathers have to install in their daughter the right information and know they will to make the right decision (when the time comes). But sometimes in reality we daughters get excited and are just going to make the wrong decision . . . Sex is a touchy subject . . . I would tell him that kinda be like my father and try to ease the tension in some way like joking at it or like just trying the best you can 'cause girls doesn't want to talk about it (sex) always with their Dad."

Being Relevant. Advice by this father focused on dealing with daughters by

being "relevant" in their life through spending time together talking, listening, being a

positive role model, and sharing life experiences. Relevance included several areas.

He shared:

"The biggest thing I would tell them is to spend time with your daughter. Talk with them about current life events . . . Be relevant in their life. Be a positive role model that they can follow. Let them know that you make mistakes, but share with them from your life experience . . . I think a lot of times, we don't spend time listening to our daughters. We kind of like talk at them instead of really talking to them about sex. I would, let's say, you know, just be honest. Just to share with them the male perspective from when you were their age, and what you've experienced."

Being More than a Financial Parent. Advice about communication,

involvement and giving time being just as important as financial support, were

shared. The focus was on teaching and not telling, as well the importance of

involvement, and not just sending money. A daughter said:

"I would tell them to be there, not just when they're needed, but in between. And communicate, and get involved, and make sure they know about us . . . Teach them about things; don't just tell them not to do it . . . Talk with them. Be an involved father . . . I just hope that in the future, more fathers that don't live in the home get involved . . . And if they can't support them financially . . . just be there. I think maybe they should do better giving time than just sending money."

Letting Go. Advice that touched on not being over-protective, communicating effectively by "keeping it real" and establishing a good relationship by "letting go" of daughters was given. A daughter said:

> "Well… fathers can't be so over-protective. You have to give the child room to grow . . . If the daughter comes in and wants to talk . . . keep it real and let them know exactly how they've been raised, and how they can prevent it(bad choices about sex), and such things. It's nice when your child was, you know, 5 and 6, and they clinged on to you, and they wanted to be with you all the time . . . they are dependent . . . but once they grow older, they need more independence. "

Advice focused on fathers being supportive letting daughters make some mistakes in order to grow up, while maintaining some level of control. Reflecting back on personal experience guided the advice. A father said:

> "…I'd tell other fathers, in my situation, I've been through it…I'd just tell them to just be there for her and let her grow up . . . you don't want to give them the right answer unless you have to. But don't let them fall too far. She knows we're not gonna let her fall . . . we (my wife and I) don't kick kids out of our household for making bad decisions, and I would tell most fathers . . . whether single or married, just let them vent their frustrations, and then you make the final decision. That's what I do. "

Being Yourself. The importance of 'being yourself' when parenting was discussed. Advice focused on emphasizing open communication while balancing and parenting skills and friendship was shared. A father said:

> "Be yourself, you've been through it, you've done it all . . . well I mean I hope you've done enough to know . . . Keep the lines of communication open and it's just like I said about the parenting thing, you got to hit the parenting points and like . . . 'I'm talking to you as a person and I want to make sure you don't make mistakes'. I would encourage every parent to just keep the lines of communication and respect between the mother, both parents and the kids. Some parents start drifting to be more of a friend to their kids instead of being a parent . . . I kind of do a little parenting thing and if things start getting a little too friendly, I got to jump back in my parenting role."

Building the Foundation for a Relationship. Most participants felt relationships flourished when the foundation was built early in a daughter's life. Advice that encouraged building a relationship by being faithful, complimenting her, starting to talk about boys early in her life and making her feel special was shared by one daughters. She stated:

> "I would say to be faithful to their daughter. Like always make her feel that she is the most important . . . Let her know that she's beautiful, so that when she hears it from another guy, that it won't be anything new to her. Start to talk young . . . talk like, 'so you have a crush on a little boy, tell me about it'… Just build the relationship . . . especially about boys because lots of daughters really don't talk to their dads about boys . . . Get to know your daughter . . . know what she likes . . . always encourage her. "

Advice was also offered which focused on building a relationship with a daughter by not making similar mistakes of having limited involvement and not discussing important life decisions. Suggestions focused on being involved in a daughter's life, encouraging higher education to prepare for the future, and not getting seriously involved with boys too early were shared. A father said:

> "General advice that I would give them would be to not do as I did . . . have as much contact as possible, make as many school activities that your daughter is participating in, especially if you know about them . . . The kind of information I would give a father is to encourage his daughter to strive for the best education that she can get. There is not really anything out here for people that don't get some type of education or certification or training or profession or something like that . . . I'd probably recommend that fathers they tell daughters if they could in a nice way, don't get too interested in young men anyway right now. You decide who you want to be or where you want to go first."

Building a relationship early by talking about sex before it happens, being involved in his a daughter's life, and being responsible, focusing on single and/or divorced fathers, was reflected. The joys of fatherhood were also discussed. A father said:

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"Don't wait for sex to happen . . . Get involved in her life . . . I really believe if we need to be involved in our children's lives . . . I'm speaking primarily to the single dads, dads of divorce or dads that have never been married . . . get involved in your child's life . . .Be a parent . . . step up….man up, whatever you want to call it. . . There's a joy . . . a satisfaction that comes in seeing your child mature and grow, and become the young adult that you know they're capable of being . . . instead of somebody that you hang your head in shame about and say, 'well, I knew they weren't going to b e anything.' You have an opportunity to make things work out for the good. "

Advice reflecting how to build a strong bond in a father-daughter relationship as a daughter grows and develops was shared. Suggestions focused on giving her space, encouraging a daughter to look presentable, and having discussion about sex early in life were offered. A daughter said:

"Make sure you don't crowd her . . . give her space and the same time don't let her free because if you give her too much space, she'll run amuck and act like she doesn't have any home training . . . It's just hard to talk to her about boys because not all fathers do that and it's important to discuss why this boy usually talks to her, just how to look for a boy with character . . . Tell her to always keep herself looking decent . . . Sit down and discuss how you feel about her having sex before she does it and then she can discuss how she feels about it . . . Figure out a way what makes her comfortable and she won't find upsetting so you can have the conversations."

Advice from a father who had no contact with his daughter for over 15 years included perceptions of personal situations, encouraging the early building of a relationship with your daughter, being persistent, dealing with anger by writing, and using the legal system to establish a relationship were shared. This father said:

"I would tell him to pursue a relationship more than I did… Don't get discouraged . . . just keep doing the paperwork at Friend of the Court . . . I'd go to the Parenting Center where the mother can drop the child off, and you get to spend an hour . . . I would give them the advice, don't do anything stupid. Let the court handle it . . . don't make the situation worse than it already is. If it's meant to be it will happen . . . I've got pictures and letters

that I wrote during different ages of my daughters lives, even though I haven't seen them . . . it kind of helps me cope with the situation. So, I'd advise them to do that too. "

Advice suggesting building relationships, starting conversations early in life about boys and sex, and modeling how to treat a mother properly were shared, reflecting a father's inconsistent behavior throughout life. A daughter said:

"Make sure you talk to her young. Don't try to do it too late because she will already think she's old enough to determine right from wrong on her own . . . Be honest with her, don't try to sugar coat stuff because you think she's too young . . . and you have to treat her mother right first so she can see what it's supposed to be like when you decide to have sex with somebody or even having a relationship. If you're taking her out to eat and you go buying her all this great stuff and then you going home and beating on her mother… man that doesn't go over very well or show her what to look for in a male so."

None of the participants had difficulty expressing perceptions of father-daughter relationships on sexual socialization in the advice offered to fathers concerning how to be better parents. Most fathers admitted they were not perfect, but offered advice as an attempt to prevent others from making their same mistakes. The fathers in this study represented a new age father, one that did not want to leave the raising of their daughter as the job up to the mother alone. Father verbalized the need for men to be active participants in their daughters' growth and development. Daughters' advice reflected the desire for all young women to have closer relationships with their fathers and to receive more information from their fathers and boys and sex.

The perceptions of relationships on sexual socialization in the interviews offered a new perspective into the thoughts of this sample Black fathers and daughters in this with varying residency status.

Influences on Relationships and Sexual Socialization

The second category of topics identified in the interviews was influences on relationships and sexual socialization. Influences were defined as the actions, behaviors or opinions that fathers and daughters indicated affected their views, behaviors and quality time together required for building of relationships conducive to conversations and discussions about sex and boys. Interviews revealed topics of influence including: (a) using negative issues from family history as a bridge to positive role modeling; (b) passing on the positive from family history; (c) absence of quality role models; (d) struggling for control in the father-daughter relationship; (e) issues among parental relationships; (f) being one big happy family; (g) ecological/environmental issues within the fathers' and daughters' surroundings; and (h) using humor as a method of improving communication about boys and sex. Better insight and understanding of the specific influences identified by the fathers and daughters was provided by the subcategories.

Using the Negative as Positive. Family history was discussed and examples provided on how this influenced father-daughter relationships. Using negative influences from family history as motivation for being a good parent and be a positive role model of Black men was discussed. A father verbalized about his own parents

abusive relationship, the close bond he has with his own mother, and the reasons he

made the extra effort to be a positive influence in his daughter's life:

"In general, I think that Black fathers probably should be better role models to their daughters and how they treat women…and really try to boost up their self-esteem and let them know that they're valuable . . . Like in my family…a lot of the fathers were caught up in the penal system … I think the biggest influence (on our father-daughter relationship) first of all would be, the relationship I have with my Mom. Me and my Mom are real close. And my Mother and my Father, they were in a very abusive-type relationship. And I was very concerned in sharing with my daughter that she doesn't have to take abuse . . . to be her own independent woman, to establish goals and priorities for her life, and just be independent . . . work hard, and just believe in yourself. And that came from like my Mother. And from my culture, I just wanted her to know that you make sure that you have guys respect you."

Passing on the Positive. Positive influence received early in life from older

generations and how this impacted parenting skills and spending time with daughters

was discussed. Focus was on receiving the importance of being a responsible person

from prior generations. A father said:

"Well, my father . . . he did all those things. He took me fishing, he took me shopping, he showed me where I could go and get certain foods…I feel that if I got taught all that why can't I pass that down to my daughters? . . . my Momma, my Daddy, my Aunt, my Great-Great-Grandmother, she's still living right now, she told me, you made that baby, you take care of that baby. Don't run from your responsibilities, because if you run it's going to catch back up with you and God is going to be right there. So you can close your eyes and hide behind that wall, get in trouble because you were dumb, and don't want to deal with your responsibilities . . . It's still going to be there."

Parents being a positive influence and example of commitment required in building

relationships. A father shared:

"My parents were really good role models…..they were married 54 years. And they did all the right things in life. We weren't rich….We weren't poor….We were just middle class. They made sure we had whatever we wanted and made time for us. And my dad always told us, you should get one woman and make a family with her."

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Absence of Quality Role Models. The issue of having a scarcity of quality

Black male role models of what a good man should be and the importance of talking

with daughters were discussed. One father shared:

> "In general, it's sad to see. Because I feel that too few Black men are actually being fathers in general, and especially with their daughters. Because whether we realize it or not, at least those men that are in their daughter's lives, they're the first role model she has as far as the kind of man she wants to be with. We have to set the example . . . We've got to do a better job….stop being so selfish about what we want, when we want it, and how we want it. And realize that when we made the decision to sow the seed to help birth a child in to this world . . . that meant we gave up some of the things that we are so selfish about. . . And the importance of that is what helped me to get over some of the difficulty that I had to deal with in talking to my daughter . . . My parents didn't talk to me the way that I talk to my children."

One daughter discussed how her resident father was influenced by his lack of a good

parenting role model reflected by the lack of effort in her grandfather:

> "I think the way parents raise their kids just goes back to how their parents raised them . . . So, his dad…my grandfather had 32 kids . . . he didn't pay any attention to or build relationships with any of them."

These father and daughter spoke of how negative and positive influences impacted

their relationships. One father channeled the negative as positive motivation. A

daughter described feelings of how her grandfather being a poor role model had a

direct impact on her father.

Struggling for Control. A father and several daughters spoke about influence

of the struggle for control in their relationships, including discussion of the

importance of maintaining control daughters, being over-protected, and change as

daughter grew older. A father shared some insight:

"It's just she don't want to abide with authority. She has a problem with authority. And she's got to understand that, people are in charge of you throughout life, whether it's your mother, father, or not . . . you've got to abide rules. The same at home . . . you know, we've got rules at home that you've got to abide by. And if you don't abide by these rules, there's gonna be consequences. . . She don't like it . . . I have to really stay right on her and control everything she does . . . Control . . . That's my opinion . . . she knows dad's gonna win."

Being over-protected during the early teen years was discussed as a reason for

exerting not allowing a father to control participating in activities in high school. The

focus was on the desire to be able to participate in what appeared to be normal

teenage activities. A daughter said:

"When I got in high school, I wanted to go hang out with my friends and stuff like on teen nights and stuff, he wouldn't let me sometimes . . . He was still trying to be over-protective, and I was like, 'not gonna happen'. I'm in high school. I mean, we were in two different places. He was trying to be over-protective. And I was like . . . now that I'm in like high school, you're not gonna keep me cooped up in the house . . . we didn't agree on things."

Reflections of how the father-daughter relationship changes as daughters grow older

and take control by making their own decisions were shared. A daughter said:

"My relationship with my Dad when I was 12 was good. But as I grew older it kinda went out and wilted a little bit . . . I mean some of the choices I made may not have been that good but I thought it was a good time for me to try to, you know, do something on my own . . . Well, me and my Dad's relationship on a scale of 1 to 10, I guess a 9 . . . 'Cause you know we argue but that's all, but he don't stay mad at me for long . . . Quite honestly I believe my father is a pushover."

The struggle for control was described in several ways by the respondents and

appeared to occupy valuable time that could have otherwise been used to build closer

relationships. A resident father spoke of his effort to maintain tight boundaries on his

daughter to prevent her from taking advantage of him. Daughters spoke of exerting

control by making their own decisions and not allowing their fathers influence

decisions during their teen years. The fathers and daughters comments reflected the influence of power struggles between parents and children, the daughters' attempts to reach independence from the family during late adolescence, and loss of time valuable in the development of their relationships.

Issues Among Parental Relationships. Both fathers and daughters discussed the influence of strained parental relationships on building of quality father-daughter bonds, including: (a) differing views on dating an discipline; (b) never living together; (c) limited contact; (d) mother influence; and (d) hostile treatment. The strain between parents appeared to carry over into the father-daughter relationships.

Differing Views. A father participant shared some insight about his daughter and how he and his former wife, had not discussed her daughter dating and had different views. He said:

> "Much to my dismay, she had a boyfriend during her early teen years . . . well we (her mother and I) had kind of a rule that she wouldn't be able to date until she turned 16… That was kind of **my** rule…she lived with her Mom…and her Mom decided that she could date when she got in to like the 9th grade…See, and this was one thing me and her birth Mother….we never collectively talked to her together about the issue (sex)."

Differing views on discipline within the parental relationship can influence the father-daughter relationship were shared. A father said:

> "I think that one of the things that played a probably huge role (in my relationship with my daughter) is that there was times that my wife and I was not on the same page as far as discipline goes. "

Never Living Together. Never living with a daughter creates different issues due to issues among parents. The focus was on problems created within the parental

relationship by challenging paternity at a daughter's birth, which was discussed as

influencing the flourishing of a father-daughter relationship. A father shared:

> "Well, it goes back to when she was an infant, because when she was born I 'kinda' challenged whether or not I was actually her dad. Her mother just was pretty darn upset… I had the Friend of the Court, County Prosecutors or Friend of the Court Prosecutor, do a blood test when she was newly born . . . I just felt, what kept me from having a lot of contact was being that her mother was upset with me . . . The test confirmed paternity . . . I just never felt comfortable with her Mom after that. I don't know if that's what her mother would say or not but that's how I felt… keeping a communicable relationship between the father and mother I think is critical."

Limited Contact. Influence of the parental relationship, focused on limited contact,

inconsistency of time spent with his daughter and lack of information provided about

his daughter's school related events was shared. Feelings of guilt regarding the failed

parental relationship were also discussed. A father said:

> "Her mother and I had separated even before she was born, she never had me in the home with her . . . Growing up visitation was kind of hit or miss because of the relationship her mom and I had with one another. One of my biggest problems was not getting information regarding her grades, events or things that she was involved in . . . Sometimes her mother and I would fight against each other. Do I think that she could have, had I been there more, and that she could have learned the lesson without the pain? Yeah, absolutely . . . I think it would have made a big difference had I been there. And I do sometimes feel guilty because of not being able to keep things together with her mom… but I made the decision that I didn't want my children growing up in a home seeing mom and dad fighting all the time."

Limited contact with a daughter because of a strained parental relationship was

described. A father stated:

> "I don't really have contact with her because you know . . . the mom and I had problems . . . her mother would not show up to hearings . . . there were negative comments about me from her mother . . . I mean, Friend of the Court knew of her mother saying negative things . . . I also have to take

responsibility because I don't know, maybe I could have pursued visitation with lawyers . . . It seems like I was really mad at their mother because our relationship didn't work out . . . it was a way that she could punish me by keeping my kids away. I had a lot of anger, so I really didn't want to be around her and the girls anyway . . . Sometimes it's better to let your emotions die down some."

Mother Influence. Insight into parental relationships and how a mother can influence the relationship with a father was offered. A daughter said:

"Originally my Mom said my Dad didn't really care too much to get to know me . . . she put different thoughts in my head about my Dad and I wanted to see for myself. I guess that's why our relationship . . . why I tried to start a relationship with my Dad and I feel that we have one, I just don't feel that it's as strong or don't feel that it's as good as it should be . . . Of course, my relationship with my mother wasn't that secure either."

Hostile Treatment. The influence of hostile treatment of a mother by a father was described as influencing the desire to spend time with a father. A daughter said:

"I don't know . . . He was just always kind of hostile and rude towards her and I don't know why he would be like that. I didn't like it. I don't think my mom could have done anything to make the (father-daughter) relationship any better. It didn't make me want to spend time with him. "

A daughter shared about her father's role in their relationship and impact of her mother: "My Dad is just stubborn . . . my mother couldn't have done anything to make our relationship any better or help us spend more time together."

Being One Big Happy Family. Two of the father participants verbalized the importance of parents and children living in the same house. One of the father's shared about lack of parental affection in the home and a possible reason for Black teen pregnancy:

"You don't see many Black parents hugging the wife in the household, which I feel is very vital right now . . . that some of us can't do it, and I think that's why you see a lot of the Black girls teen pregnancy rate so high because they

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don't have a good example of a happy family. . . I'm fortunate, because I'm in the house with my wife and we are together."

Another father shared his opinion on the influence of parents being "together" for

their children and their involvement in their children's lives:

"I think it's very important for parents to be very involved in their kids' activities in school and away from school. It's something that will keep the bond between the parents and the kids together. I guess that the home environment, I guess, in one house, all being one big happy family, being under one roof."

Most non-resident fathers spoke of the parental relationship with a pessimistic tone;

however, the resident fathers shared a more positive perspective. Daughters shared

insight on their parents' relationships, including personality traits of their father that

made them difficult to deal with. Opinions were also shared on how the influence of

differing parental views about child rearing issues, such as dating and discipline, lead

to strain in the father-daughter relationships.

Ecological/External Issues. Fathers and daughters discussed several ecological

and external environmental influences to their relationships and time for sexual

socialization, including blending of families and cumulative factors, such as peers,

schools, boys, neighborhoods, and work. These influences had singular and

cumulative impact of father-daughter relationships.

Blending of Families. Influence of the struggle for balance blended families

was shared. A father said:

"I definitely think getting remarried and having another family was an influence on the relationship with my daughter. There were tough times and some tense circumstances . . . It is difficult to balance your time between the two families. I tried my best to be there for my daughter . . . I also had to

discuss things with my current wife to make sure our family's needs were met…It was sometimes hard trying to find balance between the two."

Presence after divorce and time limitations with a new family was discussed. A father said:

> "She was real young when we got divorced. She was like 3 years old . . . But I made it a priority to make sure that I saw her . . . after they left town." I can't really picture a lot of one-on-one time with her . . . But it was always more around the family."

Feelings of sadness were expressed when discussing the influence of a father's remarriage and blended families on the father-daughter relationship. A father said:

> "My daddy got remarried when I was 10 years old . . . it's not something I regret, but I just always wish like…I could have kept that same closeness with my Dad . . . so that's when I kind of got separated from him because he had another family, so I didn't get to spend as much one on one time with him . . . part of that could be my fault too, because I kind of distanced myself . . . I knew he had another family."

Cumulative Factors. The focus of interview discussions was on the cumulative effect some factors had on the father-daughter relationship. Peers and school as influences on father-daughter relationships by creating confusion were discussed. A father shared:

> "I think it's peers that have a major impact because of that whole acceptance . . . trying to be accepted . . . 'It's important that my peers accept me not who I am but who they want me to be' . . . And I think that's a struggle that most kids have, not only girls, but also boys. They find themselves adjusting to who their friends want them to be versus who they should be, and who they were raised to be . . . going to high school and trying to adjust to so many different kids and receiving different information . . . and don't know how to channel that information. It was a state of confusion for the most part."

Neighborhoods, schools and peers, were discussed as having a cumulative influence on the father-daughter relationship. A father said:

"I guess our environment that we live in, the neighborhood or you could say the school . . . the school system and friends that the kids hang out with will have a really big influence on how your kids act . . . and at home you can tell them and give them advice and talk to them about this and that . . . But again what type of friends they hang around with is the way they are going to start drifting towards . . . the risky behavior . . . things are going to start drifting towards how their friends act."

Boys, partying and poor academic performance were discussed a having a cumulative influence on her relationship with her dad. A daughter shared about choosing the wrong kind of boys to spend time with:

"Having boyfriends was an influence . . . And I think by the type of boyfriends or male friends that I keep is not who my Dad would select. So that would influence your relationship if you're with somebody he doesn't think is good enough for you or you should be with . . . Maybe by not satisfying him . . . Like disappointing your Dad . . . Like I did some drinking . . . I did a little partying, and I didn't go to class . . . I disappointed him academically too."

Influence of work commitments as interfering with family obligations and father-daughter relationships in general was discussed. A father said:

"I'd say 60% of fathers, don't know what's going on in their daughter's lives because they're so busy working. They don't really notice what their daughter is doing. They're not paying attention . . . They're leaving it to the Mom. For example, you pay attention to this and I'll pay attention to that. You take care of the home and I'll take care of the money. You take care of the food, cooking and the cleaning and I'll take care of the yard and the garage and the care and all that . . . you can't do that no more. "

Influence of her father's work commitments and the influence on time spent on their relationship were shared. A daughter said:

"Well, we didn't have a lot time because he was working, but on the weekends, we would try to spend time together . . . he thought he was a part-time father because he was only there on the weekends."

The participants expressed their opinions on competing demands of external environmental forces as influencing development and bonding with father-daughters

leading to relationships conducive to sexual socialization. Similar to those introduced

by Bronfenbrenner (1986), the ecological influences experienced by both fathers and

daughters directly influenced time for growth and development of their relationships.

Using Humor to Improve Communication. Talking about boys and sex was

viewed as tense. Fathers and daughters spoke of using humor to ease tension which

created an atmosphere amenable to discussions about boys and sex. A daughter

shared of her father's use of humor: "He made like jokes about a lot of stuff, and so it

was easier to talk to him about touchy . . . it took the tension off."

Using humor when having discussions about boys and sex with daughters was shared

as a technique to get a point across. A father shared

> "Basically I listened…asked her 'what you do you know (about boys and sex)'? And then to keep her attention, I'd break the ice a little bit with a joke . . . 'cause if you don't, they'll clam up real quick and the conversation is over . . . make sure that you do joke with her to a certain point, but also make sure she understands you are serious about what you are saying."

Humor used during father-daughter conversations about sex was offered. A daughter

said:

> "I mean. . . He put down a joke about sex so I just laughed about it. It was funny. Not funny, 'Ha Ha', maybe sarcastic is a better word . . . So that was his technique, use humor to analyze but still try to get into the conversation."

Using humor to alleviate stress during conversations with daughters about sexual

topics was shared. A father said:

> "So during our conversations… I sometimes use a little levity, and I'll kind of joke about certain things… Especially when we do talk about things that are uncomfortable for some dads . . . like sex. I know my daughter has had sex. I'm not under the pretext that my daughter is this sweet, innocent virgin."

Father interviews discussed several types of influence, the impact on the relationships with their daughters and how they even used negative situations as motivation to be a better father. Most fathers spoke of the issues with their daughter's mother as being a negative influence on the father-daughter relationship. The parental relationship conflict focused on differing opinions on dealing with issues in adolescence, such as dating and discipline, leading to tension in the father-daughter relationship.

Daughters spoke of their fathers negative personality traits, such as stubbornness and inconsistency, and how this influenced father-daughter relationships. The responses of the daughters reflected a common theme in late adolescence, the desire to be more independent by distancing themselves from their family in order to maintain and establish closer relationships with their friends.

Fathers and daughters identified negative and positive actions and behaviors that influenced time together on sexual socialization among their father-daughter relationships. The majority of the relationships were able to overcome the negative influences; however, some seemed to be negatively impacted.

Barriers to Relationships and Sexual Socialization

Barriers to relationships and sexual socialization were the last major category of topics identified from the semi-structured father and daughter interviews and defined as factors that hinder the development and time required to nurture father-daughter relationships. Throughout the interviews, the fathers and daughters identified barriers to their relationships. Identified topics of barriers to the father-daughter relationship were: (a) absence of the father from the home, (b)

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divorce/remarriage of the father, (c) blame toward mothers, and (d) separation in relationships. As suggested in analysis of the two previous themes, the subcategories provided a lens from which to a better view and understanding of the barriers identified by the fathers and daughters.

Absence from the Home. Discussions of absence reflected how physical absence was a barrier to the father-daughter relationship. The notion of absence appeared in the context of residence in the household, or even if in the same city, was talked about as limiting time for daughters to spend within a close physical environment getting to know their fathers. Absence was discussed in the context of: (a) lack of bonding, (b) narrowing the physical gap, and (c) living with distance.

Lack of Bonding. Bonding, the notion of a relationship beginning at birth to establish ongoing mutual attachment, was impacted by the absence barrier. Absence from the home leading to a lack of bonding in the father-daughter relationships was discussed in comparison to situation with other children. A father shared:

> "We never bonded too close . . . I didn't raise my daughter . . . Two different situations (compared to that of his older daughter). I was married to my older daughter's mother for seven plus years. We were both in the home with my daughter until we separated and divorced . . . Whereas my 19 year old, I never resided in the same residence with my daughter, I was never married to her mother."

Narrowing the Physical Gap. A gap, defined as a break or opening, was viewed as a barrier to the building of a father-daughter relationship. The physical gap of absence being narrowed my moving closer to the family was discussed. A father said:

"I've never considered myself one of those so-called deadbeat dads. As a matter of fact, I moved back to Michigan from Ohio to be closer to my family . . . My ex-wife and I had split up before she was born so I was never in the same house with her . . . I wanted to move back to be part of my daughter's life."

Living with the Distance. Distance was viewed as space between the father and daughter limiting their interactions. Absence from the home because of father residence in another city resulted in living with distance which resulted in "lost time" building the father-daughter relationship. A daughter shared:

"I don't know, sometimes I wonder if he still lived in Jackson, would I see him more rather than him living in Flint? Probably yes, but I'm not sure though . . . He wasn't in my life for long . . . I think he tried, but he had been out of my life for a long time, so long that maybe he felt overwhelmed because he had so much lost time that he didn't feel like there was any way to catch up."

Fathers and daughters shared of the physical barrier of absence on time spent building relationships conducive to sexual socialization. One particular father appeared to make more effort in the relationship with his daughter when compared to other father's in a similar situation, by moving closer to his family. The daughter's response expressed a sense of sadness, and something missing, from the relationships with their father; a result of not living in the same home.

Divorce/Remarriage of the Father. Interviews revealed opinions on barriers in father-daughter relationships due to the divorce and remarriage of parents and feelings of guilt related to failed marriages were also discussed.

Opinions of Divorce and Remarriage. Parents' divorce, as well as a father's subsequent remarriage, was discussed as a barrier to the father-daughter relationship. A daughter shared:

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"I lived with my mom my whole life . . . my mom and dad got a divorce when I was 2 or 3… my mom remarried and we moved away . . . but my dad was still very involved . . . My daddy got remarried when I was 10 years old . . . I would say that time he got remarried was a barrier… it's not something I regret, but I just always wish like . . . I could have kept that same closeness with my Dad . . . so that's when I kind of got separated from him because he had another family, so I didn't get to spend as much one on one time with him . . . part of that could be my fault too, because I kind of distanced myself . . . I knew he had another family."

Feelings of Guilt. Expressions of feelings of guilt were shared regarding divorce. A father shared about guilt, the presence of a stepfather in his daughter's life and trying to make his daughter feel special with the limited time they had together:

 "I think one of the things that really kind of impacted the relationship with her was the divorce between her mother and I. Early on, I would always feel kind of guilty that I wasn't around . . . But she had a real good step-father who was really involved, and that really gave me comfort. I think when I spent time with her, we were always doing something, or I would always try to buy her something, you know, make sure that she felt special….you know, that she was taken care of. That to me was a big thing. You know, to make sure that she had all her needs met, and sometimes I went overboard, I think, you know……the guilt that I had…..that kind of could have been a little factor in that…I can't really picture a lot of one-on-one time with her, you know what I mean? But it was always more around the (new) family…not too much one-on-one time. It might have been maybe an hour every weekend, if that. So, it wasn't a lot."

Guilt and forgiveness of self were discussed in relation to personal problems which led to divorce, and negatively impacted the early development of a father-daughter relationship. A father shared:

"I may have touched on it earlier, but I had to deal with a lot of guilt, a lot of self-condemnation, whatever you want to call it . . . about me not being there for her early in her life. My thing was that part of the reason….her mom and I split was because, while I was drinking and doing drugs… if you have children that damage spills over into their lives. So, I regret that. I had to learn to forgive myself for the wrong that I had done in the relationship. I had to learn to forgive myself and my shortcomings with my daughter. Not being there for her . . . she came to live with me and my second wife during her

sophomore year of high school. This allowed me to make up for some of the lost time and establish a real relationship with her. ”

These fathers and daughter were still affected by the break-up of parental relationships. Their interviews touched on the impact of the barrier of divorce on the father-daughter relationships.

Blame Toward the Mother. Blame, or placing responsibility on mothers, was the focus of several father interviews. These interviews reflected some level of blame toward the mother which appeared as a barrier to the father-daughter relationships, including: (a) differing opinions between fathers and mothers; (b) impact of challenging paternity; (c) negative influence; and (d) limited information.

Differing Opinions. Father interviews reflected blame when they shared about their daughters' mothers shown by differing opinions on dating and discipline. A father shared about dating:

> "She had a boyfriend… well we had kind of a rule that she wouldn't be able to date until she turned 16… that was kind of **my** rule…But her Mom decided that she could date when she got in to like the 9th grade… I found out that she lost her virginity with this guy, you know, I just shared with her, you know the consequences…See, and this was one thing me and her birth Mother….we never collectively talked to her together about boys and sex."

A resident father response suggested blame toward his wife for not supporting him regarding disciplinary issues. He spoke of this being a barrier in the father-daughter relationship:

> "I think that one of the things that played a probably huge role (in the relationship with my daughter) is that there was times that my wife and I was not on the same page as far as discipline goes… and I laid down some rules, and the rules were not adhered to. And that caused some issues. Because it could get challenging . . . It is especially important in raising a teenager that

the mother and father be on the same page. Even if they don't agree, that they should be on the same page in front of the kids, because the kids…..they will play that. "

Impact of Challenging Paternity. The non-resident fathers' who never lived with his daughter shared an opinion echoed blame toward her mother when he shared what he felt was a barrier to their relationship:

> "Well, it goes back to when she was an infant because when she was born, I kinda challenged whether or not I was actually her Dad and her mother just was pretty darn upset….I just think, probably what kept me from having a lot of contact was being that her mother was upset with me. Primarily because I requested a blood test to make sure I was her Dad… I just never felt comfortable… It appeared to me that her mother was upset. I don't know if that's what she would say or not but that's how I felt. "

Negative Influence. The barrier of blame, due to a mother's negative influence on the building of a father-daughter relationship, was discussed. A daughter said:

> "My Dad and I were bad about talking . . .'til I moved in at 15 . . . That was when we were actually able to really start communicating with each other. . . Originally my Mom said my Dad didn't really care too much to get to know me . . . she put different thoughts in my head about my Dad and I wanted to see for myself. I guess as I got older, that's why I tried to start a relationship with my Dad . . . and I feel that we have one, I just don't feel that it's as strong or don't feel that it's as good as it should be. Of course, my relationship with my mother isn't that secure either."

Limited Information. Blame toward the mother because of limited information being provided to facilitate father presence at daughter's activities was discussed. A father shared:

> "I tried to be there, you know, if she was involved in school plays and events like that, I'd always try to make sure I was there as long as she and her mother let me know about things in advance."

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Interview responses blamed the mothers' varying levels of interference as being barriers to their father-daughter relationships.

Separation in Relationships. Separation as a barrier to relationships and sexual socialization was a topic discussed in the context of physical and emotional distance as part of the normal growth and development process which occurs as adolescents' mature and become independent from their families. In addition, separation from the father and family occurring when parents divorced and fathers remarried was discussed.

Separation and Adolescence. A daughter expressed how things changed as she got older: "We did a lot of stuff   when I was younger. But as I got older, I liked to spend time alone to reading or going to hang out with my friends . . . and going out with guys. "

The barrier of separation during adolescence was described in the context of how things change as daughters grow older and become involved in more activities, including boys. A daughter shared:

> "When she got to be about 16 and 17, that's when she was like a junior/senior in high school, she was gone. You know what I mean? She was busy doing her extracurricular activities, which were a lot. And so, I would see each other, but we were both really busy. She had a boyfriend by then, and that time was just like really kind of superficial. Just running into each other . . . I was trying to make sure to ask about her grades to see if she was staying focused . . .Telling her not to get too caught up in her boyfriend. "

Feelings were also articulated as to how things change as daughters was mature and develop their own identity during adolescence. A father said:

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"As she got older, that distance, that gap, between she and me grew. She was taking on her own identity and her own personality and as a father trying to understand that, and trying to make sure that what you have put in . . . the investment that you have put in to your child pays off. And when you see that it's . . . it's not paying off, that sort of gets you a little emotional. There were a lot of good moments, starting off those teen years. But over the course and the later adolescent or teen years, that distance came between the two of us."

Thoughts about getting older and distancing oneself from fathers and family were

offered. A daughter said:

"I got closer to my step-dad (during early teen years) and during that time I got adopted by my step-dad…when I was around 16, I started like getting away from my family. It was like the first time I was away from them for a couple of months, and then moved back in…Well, we had our ups and downs like any other father and daughter . . . And um, but we always stayed close. "

Separation in late adolescence was discussed as a barrier in the context of how father-

daughter relationships changed. A father shared

"She tagged around with me a lot. More like she was my shadow…and it took about a year and a half… when she turned 13, started going on 14 things started changing a little bit… when she was 15 it was Daddy out of the way. That was when it was boys and downhill then . . . I mean she still tagged along with me for a little while but not as close as she was when she was 12. "

Separation, Divorce, and Remarriage. A daughter spoke of separation as a result of

her father's remarriage, her role in their separation and being selfish:

"My daddy got remarried when I was 10 years old….so that's when I kind of got separated from him because he had another family . . . I didn't get to spend as much one on one time with him . . . And I think part of that could also be my fault too, because I kind of distanced myself . . . I was not really hurt, not really torn, and I wasn't trying to be selfish because I knew he had another family, but I'm like, but I was still daddy's girl . . . And then from there like, the older I got, like the more I got in to my friends and just hanging out… Now the weekend things, turned into every two weeks, then kind of going to see him maybe once a month . . . and then when I turned 16-17, I just went to visit for short periods of time . . . I got a car and just got my independence then. "

The daughters vocalized spending time away from their family and more with friends and boys. Father interviews expressed sadness as they shared feelings of daughters being more independent and growing up. The dyads in which the father did not live in the home verbalized more barriers to their relationships than the resident father participants.

The perceptions, influences and barriers to sexual socialization among father-daughter relationships identified by the fathers and daughters shared a common underlying premise. The notion that multiple factors competed for, and occupied precious time, needed for fathers and daughters to develop relationships conducive to discussion about sex and boys. Some of the topics identified within the major categories are consistent with previous research findings on parent-child socialization, including communication, interactions and conversations about sex. The next chapter will discuss prior research findings and detail specific findings among this sample of Black fathers and daughters.

Chapter V

Discussion

The participants in this study provided in-depth descriptions of father-daughter relationships and their thoughts about sexual socialization within the father-daughter relationship. The fathers were interested in the research topic and expressed that they hoped participating in the research project would help other fathers to have better relationships with their adolescent daughters by providing articulate, detailed, intense and extremely verbal interviews. Contrary to popular stereotypical beliefs about Black fathers, this group of fathers was loving, caring, committed, and concerned about their daughters.

The daughters also expressed interest in the study topic and were willing to describe the fathers' role in a daughter's sexual socialization. However, the daughters provided less detailed explanations and descriptions, in their interviews when compared to the fathers. This difference may be related to the fathers taking advantage of a rare opportunity to discuss their role in their daughters' lives. For example, one father verbalized appreciation for being able to discuss his relationship with his daughter and allow for self-critique of the job of parenting that he had done thus far.

Sexual socialization, including sexual communication, spending time together and building relationships, the focus of the current study, was found to be influenced by multiple factors. Parental relationships, blended families, socioeconomics and divorce are a few of these identified factors. White (1999) suggested a variety of social and societal factors shape the process of sexual identity development and sexual behavior. She also proposed that since sex involves more than biological drive, studying sexual behavior must always include how one is socialized to be a sexual being and how this sexuality is manifested in decisions and action (p.3). The interviews in this study confirmed the idea that sexuality was more than biological and influenced by multiple factors.

The perceptions, influences and barriers described by the fathers and daughters provided insight as to what is needed for the growth and development of quality bonds and relationships. The positive aspects apparent in the topics of the major categories facilitated bonding between the fathers and daughters.

Summary of Results in the Context of the Theoretical Perspectives

The theoretical perspectives of Bronfenbrenner and Gilligan were reflected in the interviews. Participants described environmental factors that supported the notion of relationships being positively and negatively influenced by the social environments of fathers and daughter. Fathers spoke of the demands of work and blended families, while daughter described friends, boys and social activities as influencing their father-daughter relationships. Bronfenbrenner's suggestion that daughters are impacted by

the environment their fathers are exposed to was revealed in descriptions of the legal system and limited finances and influence on relationships.

Gilligan's perspective was reflected in the daughter interviews. Daughters spoke of discussion with their fathers and going along with the conversations as a way to avoid introduction of differing opinions when talking about boys and sex. Daughter described wanting more factual information from their fathers, but also described shutting down conversations, or avoiding them altogether, when their father began discussing sex. A double standard was introduced by daughters in that they wanted information on select topics of their choosing, and not about every subject their father attempted to discuss.

The chosen perspectives framed the study by guiding the blending of environmental and relationship factors on sexual socialization in the context of Black father-daughter relationships.

Summary of Results in Relation to the Research Questions

The fathers and daughters in this study provided a unique perspective regarding the Black father and adolescent daughter and the multiple concerns that influence this relationship. Including both fathers and daughters as direct sources of data for the study provided perspectives not usually available in the literature. The data allowed for inferences to be formulated about this study population which were consistent with findings in current research literature in parent-child sexual socialization, including communication, relationships and development. The study

also revealed that race was not viewed by participants as having a direct influence on their relationships.

Organization of the interview responses into the major categories of topics, perceptions of, influences on, and barriers to sexual socialization in the context of Black father-daughter relationships, allowed for further exploration of this phenomenon. The results are discussed within the context of each research question.

Perceptions of Relationships

The first research question was, how do Black fathers and daughters perceive their relationship in the context of communication, influences, conflict and what psychosocial processes influence their relationships? The fathers and daughters shared their opinions of their communication, relationships influences and conflict, or tension, in their relationships. They talked about process and content of communication in their relationships, particularly about sex related topics. They indicated their communication could have been better, but described barriers to communication, such as physical separation, discomfort with the conversations, limited one-on-one time, parental relationships and the struggle for independence during adolescence.

Several daughters described discussions with their fathers about sex related topics as more like lectures than true conversations. This finding is consistent with Noller and Callan's (1990) research, which suggested adolescents often report their parents tended to dominate conversations about all topics and not just sex, not

allowing them express their own view points and providing little opportunity for the expression of their views.

Father spoke of protecting their daughters from sexual situations early, using warnings about the dangers and negative consequences of sex based on their own personal experiences. These results are consistent with Stevens' (2002) contention that the family is the primary unit for the socialization and that parental perceptions about adolescent behaviors often are guided by the consequences of the parental experiences and behaviors during their own adolescent period.

The daughters in the study expressed a desire to get more information from their fathers about sex than they received. King and Lorusso (1997) proposed that many parents greatly underestimate the extent of factual information their children wish to learn about sexuality. The daughters expressed they did not want to just be told "don't do it (have sex)". They wanted an explanation of why they should not do it and in some cases, more information about sex in general than they received. Varying levels of comfort were described by the daughters about having sex related conversations with their father. However, all of the daughters verbalized the desire for their father to give them more factual information that would help them make informed decisions about when to start relationships with boys or having sex.

Race as an Influence on Relationships

Research question two asked, from the father and daughter perspective, how

does being Black influence the father-daughter relationship, in the context of challenges faced raising daughters and father-daughter relationships. Most participants shared a common perspective that being Black did not introduce unique challenges in their relationships. Several of the participants shared that being Black influenced socioeconomic status by limiting access to financial resources and better jobs, which could cause strain when providing for a family. However, none of the respondents felt that their race alone directly influenced the father-daughter relationship. Most felt the issues encountered by Black fathers and daughters are no different than those faced by fathers and daughters of other races.

None of the fathers in the study verbalized that race had a direct influence on the father-daughter relationship or prevented them from having an active role in their daughters' lives. Fathers and daughters offered other reasons, such as socioeconomic issues, and limited finances, as having more of an influence. One father felt being Black limited job opportunities and another verbalized lack of knowledge compared to White fathers regarding "ways to get ahead in life" as reasons for race being a factor in the relationship. McAdoo (1993; 1997) observed that from an ecological and historical perspective, Black fathers are no different than those of other ethnic groups regarding the roles they play in their families. This study also supported the thought that a lack economic resources makes it difficult for some fathers to fulfill family roles.

Perceptions of Influences on Sexual Socialization

The third research question was, what do Black fathers and daughters perceive

is the father's influence on the sexual socialization of their adolescent daughter? The responses to this question indicated an indirect influence on sexual socialization. The daughters shared how they would have liked more information from their fathers about boys and sex and that this would allow them to make more informed decisions. Most fathers, except the few who had very limited communication with their daughters, made what they considered a concerted effort to talk with their daughters about sex related topics in the context of warnings and protective strategies, by sharing about religion and even their own past experiences.

Several fathers and daughters spoke of using humor during conversations about sex as a way to lighten the mood and ease tension when discussing sexual issues. This is consistent with Meyer's (2000) relief theory, which focuses on physiological release of tension and proposed humor stems from the relief experienced when tensions are engendered and removed from an individual. In addition, O'Donnell-Trujillo and Adams (1983) shared that simple and even awkward laughter during conversations has been found to relieve tension and facilitate further interaction between parties when discussing sensitive topics. Both of these ideas were supported in the current study.

Father Involvement and Sexual Socialization

Question four asked, what are the implications of the father's direct, or indirect involvement on his daughter's sexual socialization? In this study, age at sexual debut is a factor considered part of the sexual socialization equation. Responses on the demographic questionnaire indicate the average age of first

intercourse for the daughters was 16 years. This is similar to the national average for age at first intercourse of 16.3 (CDC, 2002). However, the average age of first sex for the daughters with non-resident fathers was 14.6 years, compared to 17.3 for resident father daughters. This is a difference of almost 3 years when compared to the national statistics of 17.8 years for those with a resident father versus 16.1 for those with a non-resident father (CDC, 2002). Presence of a father in the household is another factor in the sexual socialization equation. The results of this study are consistent with previous research that suggests lack of father presence in Black homes is associated with lower age at sexual intercourse (Dittus, Jaccard & Gordon, 1996).

The fathers expressed the desire to be a positive role model, even if they did not feel that they were able to be one. The advice they offered to other fathers focused on not making the same mistakes they had made in the relationships with their daughters. This is consistent with Becerra, Thomas and Ong's (2001) research with 30 Latino and African American, non-custodial fathers who expressed a strong desire to be positive role models to their children and play a significant role in their lives. They reported 75-80% of the fathers continued to participate in their children's lives. Three of the four non-resident fathers in this study reported a desire to be involved with their daughter and verbalized being active participants in their daughters' life when they had knowledge of her activities.

All fathers and daughters described discussion of sex related topics on some level. Although there were variations in the content of these discussions, this finding is consistent with Hutchinson's (1998) finding of high levels of parent-teen sexual

risk communication among Black, or African American, families when compared to Whites, for both mothers and fathers.

Daughters spoke of a certain amount of stubbornness, or unwillingness to negotiate, in their fathers when discussing dating, spending time with friends and just "being a teenager". They also discussed fathers being over-protective and not allowing them to grow up and experience things all teenagers deal with. Younnis and Smollar (1985) reported the fathers in their study were more judgmental and less willing to negotiate. In addition, they proposed individuation is a necessary process in the transition from childhood to adulthood which allows the child to develop a self-identity. The goal of late adolescence is to separate from the family and parents while at the same time to remain connected as an important source of advice and psychological support. Several of the daughters in the study verbalized the separation from their family and wanting to be treated more like as adult than a child.

One daughter of a resident father spoke of not getting along with her father, having little or no communication with him and just going to her mother for everything. This confirms the finding of Afifi, Joseph, and Aldeis (2008) which proposed a primary way that adolescents may attempt to regain control in the parental interaction is through avoidance. This daughter was determined to not let her father have control any aspect of her life, and appeared to be successful by not directly interacting with her father.

All of daughters agreed that the conversations about sex should start young and be age appropriate. Daughters shared that they would have liked more information from their fathers regarding select topics about sex and boys, but as a

conversation rather than a lecture and to be treated more as an adult. Daughters also acknowledged that some advice was given about boys and sex, but they did not always heed the warnings of their fathers. Findings from Pistella and Bonati (1999) were confirmed with by those of the current study including: (a) adolescents desired greater parental understanding and acceptance of them as adults; (2) adolescents suggested teens themselves should develop better communication skills with parents and be more open-minded during conversations about sex; (d) increased parental knowledge about lifestyle and peer pressure and (e) improved parental listening skills (p. 312).

Environmental Factors and Impact on Father-Daughter Communication: Barriers

The last research question asked what environmental factors limit, or facilitate, Black fathers' opportunities to discuss topics of importance in their daughters' lives? Factors such as blended families, employment, divorce, tension in the father-daughter relationship, poor parental relationships, and physical absence were introduced by the fathers and daughters as barriers to communication, including conversations, or discussions, about important life topics.

The divorced fathers participating in the study verbalized feelings of guilt because of their failed marriages. In addition, fathers identified that the separation from their daughters after divorce was a negative influence on their relationships. These fathers also expressed that having a new family required much effort on both of their parts to maintain relationships in both environments. Flandermeyer (1996) discussed divorced fathers actively involved with their daughters, and grouped the

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divorce experience into categories personal consequences of divorce, family

dynamics and father-daughter dyad. The interview data with the divorced fathers

supported the finding that these three areas were greatly impacted after divorce.

Blended families, parental relationships, physical distance, peers, boys and the

father's work demands were identified as influences on the father-daughter

relationships in the study. Based on interviews with noncustodial Black fathers,

Hamer (1998) proposed parental relationships, work commitments, physical

proximity, and children with different mothers as influencing the relationships with

their children. In addition, Bronfenbrenner's (1986) exosystem concept was

confirmed in that development of children in the family is affected by the

environments, or settings, where both the child and their parents live their lives.

The fathers who reported good relationships with their daughter were involved

in their lives, regardless of residence. Most of the non-resident fathers made

concerted efforts to attend activities the daughters were involved in and be physically

present in their lives, as long as they had knowledge of the activities, but spoke of

parental relationships as a barrier to the father-daughter relationship. All of the non-

resident fathers, and one resident father, verbalized varying levels of blame toward

their daughter's mother for being a barrier, and/or having a negative influence on the

father-daughter relationship. The fathers provided examples such as challenging

paternity, not being in agreement about dating issues and lack of support during

discipline to support this notion. The relationship with their children's mother

influenced the father's relationship with their daughters, a finding consistent with the work by Hamer (1998).

In general, all participants expressed that Black fathers could do a better job parenting their daughters. The advice offered by the fathers focused on not repeating the mistakes they made and to make a concerted effort to establish and maintain a relationship with the daughter, even if legal action was required. The daughters' advice focused on starting a relationship early, discussing sex and boys before the first sexual experience occurs, just be there and listen to their daughters.

After comparing the research questions to the participant responses, the results contribute to addressing the gaps in the knowledge in this important and understudied area in nursing science, sexual socialization among Black father-daughter relationships. In general, all participants believed that Black fathers could do a better job parenting their daughters. The advice offered by the fathers focused on not repeating the mistakes they made and to make a concerted effort to establish and maintain a relationship with the daughter, even if legal action was required. The daughters' advice focused on starting a relationship early, discussing sex and boys before the first sexual experience occurs, just be there and listen to their daughters.

Limitations

Generalizability is not a goal in qualitative studies and the ability to make inferences from this study to other Black father-daughter dyads should be done with caution. However, the validation strategies of data saturation and member checking were used to assure the accuracy of the conclusions. Another limitation, based on the

research findings, could be the exclusion of White father-daughter dyads. The researcher felt compelled to use a Black sample in the study because of the paucity of research including Black fathers as a primary source of data. Based on the interview analysis, a next step for this research is to expand the study with a more diverse sample.

Researcher bias is the last noted limitation. Preconceived notions by the investigator were identified prior to the implementation of the study and deliberately set aside before data collection and analysis were initiated.

<div align="center">Future Implications</div>

There are three major future implications identified from the study. The first is to broaden and expand the qualitative research to all fathers. The participants did not identify race as a direct influence on their relationships, and most expressed that all races deal with the same issues, indicating the need to include a more diverse sample of father-daughter dyads in future research exploring the father role in the sexual socialization of his adolescent daughter.

Second, future research with the purpose of developing a better understanding of father-daughter socialization, conceptualized as incorporating sexual communication and spending time building relationships, by : (a) obtaining information from fathers regarding age and insight into their first sexual experience; (b) using a triad approach by including mothers perception of the fathers role in sexual socialization; (c) asking daughters about pregnancy and/or history of sexually

transmitted diseases and if they shared this information with their father; (d) inquiring how differently brothers or sons were treated regarding communication about girls and sex; and (e) incorporating focus groups into the study.

The current study informs the use, or interpretation, of a questionnaire, particularly the Parent-Teen Sexual Risk Communication Scale (Hutchinson, 2007b). The scale was developed to measure the amount of communication about sexual risk and sexual risk reduction occurring between parents and their adolescent children, as reported by the adolescent. Psychometrics were shown to be stable across two mostly White samples (N= 190; 112 White), particularly with communication between mothers and daughters. Results indicated daughters reported difficulty recalling sexual risk communication with their fathers, and suggested expanding the tool to create a higher level of sensitivity to father-child sexual communication patterns.

The third implication is for nursing practice. This study indicated the need for community-based, family centered interventions to improve, promote and facilitate communication about sex related topics became apparent after hearing the struggles expressed by participants when attempting to discuss sex. The importance the responsibility of the father, non-resident ones included, and his responsibility for the sexual socialization of his daughter, was evident in this study. When given an opportunity to talk about their own father-daughter relationships and offer advice to other fathers, the participant fathers and daughters in this study were not at a loss for words. The verbalized desire by the daughters for more information and improved

communication with their fathers also makes a case for the need of interventions to improve father-daughter interactions in the relationship.

Conclusions

Black fathers are subject to societal stereotypes suggesting a lack of commitment and responsibility in relationships with their children. This study was successful in negating these stereotypes. The Black fathers in this study were caring, supportive, and committed to their children, especially daughters. Many fathers faced unavoidable outside barriers and influences that interfered with the connection to their daughters, but the love and desire to bond did not go away.

The daughters in this study expressed desire for greater interaction with their father beyond financial support. The daughter interviews reflected a need for more time together, including having meaningful conversations with their fathers about boys and sex. In addition, the struggle for independence during the adolescent years appeared to influence the father-daughter relationships. These were strong minded young women; however, they also wanted better communication, guidance and direction from their fathers during their adolescence.

One of the most important findings in this study is the level of care and concern described by both the daughters and fathers related to their desire to have relationships. The daughters were typical teenagers struggling to find their own independence, while maintaining some type of relationship with their fathers. They all graduated from high school and none became teen mothers, which indicates a

certain level of responsibility and maturity, when compared to other minority, female adolescents in society who have failed to achieve similar accomplishments.

The men in this sample are a small representation of Black fathers, but enhance understanding of their perspectives that help to challenge some societal stereotypes about Black men. Black fathers are not usually primary sources of data in research focusing on sexual socialization of children. When given the opportunity to be included in the completed research study about father-daughter relationships, this group of Black men, willingly and wholeheartedly, participated, and verbalized a desire to help other men become better fathers by not repeating their same mistakes. Contrary to popular stereotypical beliefs about Black fathers, this group of fathers was loving, caring, committed, and concerned about their daughters. The men in this study counter the idea that Black men are irresponsible parents and do not financially support their children. Black men, like most fathers, need to tools, time and support to assist them in becoming successful parents.

Appendices

Appendix A

Participant Recruitment Flyer/Newspaper Advertisement

PARTICIPANTS NEEDED FOR
RESEARCH ON:

Black Father-Daughter Relationships

I am looking for Black fathers <u>and</u> their 18-19 year old daughters,
to participate in a study *exploring Black father-daughter relationships and how*
they develop over time.

As a participant in this study, you would be asked to *participate in a one-on-one*
interview.

Each participant would complete *1* session,
which will last approximately *1-2 hours*.

For more information about this study, or to volunteer for this study,
please contact:
Susan Holmes-Walker, MS, RN
University of Michigan, School of Nursing
at
517-812-2622 or
Email: *suholmes@umich.edu*

This study has been reviewed by, and received ethics clearance
through, the Institutional Review Board, University of Michigan

Appendix B

Participant Recruitment Flyer II

VOLUNTEERS NEEDED FOR RESEARCH STUDY ON:

Black Father-Daughter Relationships

I am a doctoral student at the University of Michigan School of Nursing. I am conducting research to find out if Black father-daughter relationships influence sexual decisions in teenage young women.

- Eligibility Criteria
  Black fathers and their daughters (18-19 years old)

- Fathers and daughters will individually participate in a one-on-one interview discussing father-daughter relationships

CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu	CONTACT PERSON Susan Holmes-Walker @ 812-2622 or suholmes@umich.edu

Appendix C

Phone Script for Potential Participants

"Hello, my name is Susan Holmes-Walker and I am a graduate student attending the University of Michigan School of Nursing. As a requirement for completing my doctoral degree, I must plan and implement a research study. My research interest is Black father-daughter relationships. I am recruiting Black fathers and their 18-19 year old daughters to participate in individual one-on-one interviews For the purpose of this study, a father is the male person, biological or not, identified by the daughter as fulfilling the father role. Areas to be explored in the interviews are: (a) female adolescence; (b) father-daughter relationships and how they develop; (c) the father's role in the sexual growth of his daughter from adolescence to womanhood; (d) how the two spend time together; and (e) level of comfort of fathers and daughters with discussing dating, sex, and relationships.

Currently, there is very little research that talks directly to Black fathers about their relationships with their daughters and limited research that asks Black daughters about their fathers. Therefore, participating in this study will provide us with the opportunity to understand the views of a previously silent group.

If you are interested in participating you will need to sign a consent form to participate. This will confirm that you agree to take part in 1(one) semi-structured interview.

I appreciate your time. Do you have any questions?

Appendix D

Father Consent Form

Title of the research project

Exploring Black Father-Daughter Relationships and Adolescent Female Sexual Decisions

Names of the researchers

Susan Holmes-Walker, MS, RN; Carol Loveland-Cherry, PhD, RN, FAAN; and Dr. Kristy Kiel Martyn, PhD, PNP, RN

Description of the research

The purpose of this research project is to collect information on Black father - daughter relationships and how they may influence the daughters' sexual decisions.

Description of human subject involvement

I would like permission for you to be a part of this study. During your session with the researcher, you will complete a short background questionnaire providing general information and participate in an interview.

Length of human subject participation

The interview session will last approximately 60-90 minutes.

Risks & discomforts of participation

There is a potential for participants to be emotionally upset by some of the questions. **You are free to refuse to answer any questions or stop your input at any time.** A list of community counseling resources will be provided if you feel the need to discuss any uneasy feelings from taking part in this study.

Expected benefits to subjects or others

Although you may not receive direct benefit from your participation, others may ultimately benefit from the knowledge obtained in this study.

Payments to subject for participation in the study

No payment is given for participation in this study.

Confidentiality of records/data

There will be no link between your legal name and your data. You be will assigned an ID number on your questionnaire and you have the choice to make up a name other than your own to use during the interview. Hand written notes will be taken during the interview. With your written permission, the interview may be audio taped. Only group information will be presented

at meetings or written about in articles. In any research papers your study name will be used to keep your privacy.

Records will be kept confidential to the extent provided by federal, state and local law. However, the Institutional Review Board, or university officials responsible for monitoring this study, may look over these records. At the end of the study, data will be kept in a locked file cabinet for use in future writings and conference presentations.

Your answers will be private. Your responses will not be shared with your daughter. You and your daughter will be interviewed at different times. My school advisors (listed under contact information) and I will review a typed version of the interview session. If you decide to stop your participation in the study, any information collected will be kept in a locked file cabinet for use in future writings and conference presentations.

Contact information

Susan Holmes-Walker, MS, RN Student	University of Michigan Doctoral (517)499-8381
Dr. Carol Loveland-Cherry	University of Michigan Executive-Associate Dean and Professor/Faculty Advisor (734)764-7188
Dr. Kristy Kiel Martyn	University of Michigan Director-Division of Health Promotion & Risk Reduction Programs/Dissertation Committee Member/Faculty Advisor (734)763-5597

Dr. Sean Joe

University of Michigan-Assistant
Professor of Social Work,
Assistant Professor of Psychiatry
and Faculty Associate/Faculty
Advisor   (734) 763-6288

Required IRB contact information

Should you have questions about your rights for taking part in this study, please
contact the Institutional Review Board, 540 E. Liberty Street, Suite 202, Ann Arbor
MI 48104-2210, (734)936-0933, email: irbhsbs@umich.edu.

Voluntary nature of participation

Taking part in this project is voluntary. Even after you sign the informed consent
form, you may decide to leave the study at any time without penalty.

Documentation of the consent

One copy of this form will be kept with the research records of this study. Also, you
will be given a copy to keep. All consent forms with your name or ID number will be
locked in a secure file separate from your interview answers.

Consent of the subject

I have read [or been told] of the information given above. Susan Holmes-Walker has
offered to answer any questions I may have about the study. I hereby consent to
participate in the study.

ADULT SUBJECT OF RESEARCH

_____

Printed Name   Signature

DATE:

_____

Audio recording of subjects

An tape recorder will be used during the interview. The recording will be typed up
and studied. After the study is completed the tapes will be erased.

Please sign below if you are willing to have this interview audio recorded. You may still be part of this study if you are not willing to have the interview recorded.

_____
Signature   Date

Appendix E

Daughter Consent Form

Title of the research project

Exploring Black Father-Daughter Relationships and Adolescent Female Sexual Decisions

Names of the researchers

Susan Holmes-Walker, MS, RN; Carol Loveland-Cherry, PhD, RN, FAAN; and Kristy Kiel Martyn, PhD, PNP, RN

Description of the research

The purpose of this research project is to collect information on Black father - daughter relationships and how they may influence the daughters' sexual decisions.

Description of human subject involvement

I would like permission for you to be a part of this study. During your session with the researcher, you will complete a short background questionnaire providing general information and participate in an interview. You will also be asked about past sexual behavior and use of contraception.

Length of human subject participation

The interview session will last approximately 60-90 minutes.

Risks & discomforts of participation

There is a possibility that you may be emotionally upset by some of the questions. **You are free to refuse to answer any questions and/or stop your input at any time**. A list of community counseling resources will be provided if you feel the need to discuss any uneasy feelings from taking part in this study.

Expected benefits to subjects or others

Although you may not receive direct benefit from your participation, others may ultimately benefit from the knowledge gained in this study.

Payments to subject for participation in the study

No payment is given for participation in this study.

Confidentiality of records/data

There will be no link between your legal name and your data. You will be assigned an ID number on your questionnaire and you have the choice to make up a name other than your own to use during the interview. Hand written notes will be taken during the interview. With your written permission, the interview may be audio taped. Only group information will be presented at meetings or written about in articles. In any research papers your study name will be used to keep your privacy.

Records will be kept confidential to the extent provided by federal, state and local law. However, the Institutional Review Board, or university officials responsible for monitoring this study, may look over these records. At the end of the study, data will be kept in a locked file cabinet for use in future writings and conference presentations.

Your answers will be private. Your responses will not be shared with your father. You and your father will be interviewed at different times. My school advisors (listed under contact information) and I will review a typed version of the interview session. If you decide to stop your participation in the study, the data/information you have provided up to that point will be kept in a locked file for use in future writings and presentations.

Contact information

Susan Holmes-Walker, MS, RN Student	University of Michigan Doctoral
	(517) 499-8381
Dr. Carol Loveland-Cherry	University of Michigan Executive Associate Dean and Professor/Faculty Advisor
	(734)764-7188
Dr. Kristy Kiel Martyn	University of Michigan Director-Division of Health Promotion & Risk Reduction Programs/Dissertation Committee Member
	(734)763-5597

Dr. Sean Joe   University of Michigan

                                                  Assistant Professor of Social
                                                  Work, Assistant Professor of
                                                  Psychiatry and Faculty Associate
                                                  (734) 763-6288

Required IRB contact information

Should you have questions about your rights for taking part in this study, please
contact the Institutional Review Board, 540 E. Liberty Street, Suite 202, Ann Arbor
MI 48104-2210, (734)936-0933, email: irbhsbs@umich.edu.

Voluntary nature of participation

Taking part in this project is voluntary. Even after you sign the informed consent
form, you may decide to leave the study at any time without penalty.

Documentation of the consent

One copy of this form will be kept together with the research records of this study.
You will also be given a copy to keep. All consent forms with your name or ID
number will be locked in a secure file separate from your interview answers.

Consent of the subject

I have read [or been told] of the information given above. Susan Holmes-Walker has
offered to answer any questions I may have about the study. I hereby agree to
participate in the study.

ADULT SUBJECT OF RESEARCH

_____

Printed Name   Consenting signature

_____

Date

Tape recording of subjects

A tape recorder will be used during the interview. The recording will be typed up and studied. After the study is over the tapes will be erased.

Please sign below if you are willing to have this interview audio recorded. You may still be part of this study if you do not want the interview recorded.

_____

Signature   Date

Appendix F

Father Background Questionnaire

ID #   _____

1.   What is your birthdate? (mm/dd/yyyy)   _____
2.   What is your highest level of education?

Grade School _____   Middle School_____

High School_____   College _____ Graduate School_____

3.   What is your income level?

1- 0-$10,000   ____   2- $11,000-$20,000____   3-$21,000-$30,000   ____

4-$31,000-$40,000____ 5-$41,000-50,000   ____   6-$51,000-$60,000   ____

7-$61,000-$70,000____ 8-$71,000-$80,000 ____   9-$81,000-90,000   ____

10-$91,000 and above ____

4.   How many children do you have?   _____

Daughters_____   Ages_____   Sons   _____   Ages   _____

5.   On average, how often do you talk to you daughter?

1-Never___ 2-Several times a year___3-Once a month___4-Once a week___5-Every
day____

6.   On average, how often do you spend time with your daughter?

1-Never___2-Several times a year___3-Once a month____4-Once a week___

5-Every day____

Appendix G

Daughter Background Questionnaire

ID # _____

1.   What is your birthdate? (mm/dd/yyyy)   _____

2.   Please indicate which adults (person over 18 years old) you currently live with?

Mother   ____   Father _____   Aunt _____   Uncle _____

Grandmother ____   Grandfather   ___   Sister _____   Brother_____

Stepfather   ____   Stepmother   ___

Other (please list)

_____

3.   What was the last grade you completed in school?   _____

4.   How many siblings do you have from your father?   _____

5.   On average, how often do you talk to you father?

1-Never ___2-Once a month ____3-Less than once a month___ 4-Once a week_____5-Every day ____

6.   On average, how often do you spend time with your father?

1-Never___2-Once a month_____3-Several times per month___4-Once a week ____ 5-Every day ____

7.   Have you ever had sex?

1-Yes ____   2-No _____

If yes, How old were you the first time you had sex? _____

8.   Are you currently sexually active, meaning you have had sexual intercourse in last 3 months?

1-Yes ____   2-No _____

If yes, go to Question #8   If no, you are done

9.   Do you use any form of contraception when you have sex? (e.g. condoms, birth control pills, etc.)

1-Yes _____   2-No_____

10.   What kind of contraception did you use? Choose all that apply.

Birth control pills   _____ Condoms   _____ IUD   _____

Diaphragm   _____ Nothing   _____

Other   _____

Appendix H

Father Semi-Structured Interview Guide

My name is Susan and I am a graduate nursing student at the University of Michigan interested in Black father-daughter relationships. You were asked here today because you have are a father – and have experience raising a daughter! You are a Black father with an 18-19 year old daughter who was asked here to discuss father-daughter relationships and how they develop over time. Let's start talking about when your daughter was 12 – 17 years old. Tell me about this time in your life…

1) What do you think/feel about BA father-daughter relationships?

2) Tell me about your relationship with your daughter starting with when she was

about 12…

      -What kinds of things did you do with your daughter? Can you give me some

examples?

      - Tell me about one-on-one time with your daughter…

      - What kept you from spending more time with your daughter?

3) Tell me about what has influenced your relationship with your daughter

      -experiences, beliefs, values

      -other relationships

      -living situations

      -environmental factors

      -significant experiences

      -financial struggles

4) Tell me about talking with your daughter.

      -about what was important to her

      -about her growing up/development

-about boys/relationships

-about having sex

- how comfortable you were with all of this

5) There are challenges raising a daughter. Some think that it is more difficult for

Black fathers. What do you think about this?

-Can you give me examples of some of the challenges you have had with your

daughter? With your relationship?

-How has being a Black influenced your relationship? your communication

with your daughter?

-Did you ask anyone for help with these challenges?

6) What would you tell other fathers about relationships with their daughters?

-About talking with their daughters?

-About talking with them about sex?

7) What else should we have talked about that we didn't?

8) What was the most important thing we talked about?

I do have a list of community resources available of you feel the need to discuss

participation in this research interview with a trained counseling professional.

Thank you for your participation.

Appendix I

Daughter Semi-Structured Interview Guide

My name is Susan and I am a graduate nursing student interested in Black father-daughter relationships. You were asked here today because you are a daughter – and have experiences with your father that I want to hear about! You are a Black daughter with a living father who was asked here to discuss father-daughter relationships, how they develop over time, and if this relationship influences sexual behavior in daughters. I would like you to respond to each question.

Let's start talking about when you were 12 – 17 years old. Tell me about this time in your life…

1) What do you think/feel about BA father-daughter relationships?

2) Tell me about your relationship with your father starting with when you were about

12…

     -What kinds of things did you do with your father? Can you give me examples

(Use the following probes after they tell you their response to these very open-ended

item, ask for examples).

     -How much one-on-one time did you spend with your father?

     -What kept you from spending more time with your father?

3) Tell me about what has influenced your relationship with your father

     -experiences, beliefs, values

     -other relationships

     -living situations

     -environmental factors

     -significant experiences

     -financial struggles

4) Tell me about talking with your father.

      -about what was important to him

      -about his work life

      -about advice on boys/relationships

      -about having sex

      - how comfortable you were with all of this

5) Parents sometimes have challenges raising a daughter. Some think that it is more difficult for Black fathers. What do you think about this?

      -Can you give me examples of some of the challenges your Dad had raising you? With your relationship?

      -How has being a Black American influenced your relationship? your communication with your father?

      -Did you ask anyone for help with these challenges?

6) What would you tell other fathers about relationships with their daughters?

      -about talking with their daughters?

      -about talking with them about sex?

7) What else should we have talked about that we didn't?

8) What was the most important thing we talked about?

I do have a list of community resources available of you feel the need to discuss participation in this research interview with a trained counseling professional.

Thank you for your participation.

Appendix J

List of Community Counseling Resources

Counseling Services LLC   950 West Monroe Street Suite 500   Jackson, MI

(517)788-8330

Dove Health Alliance Inc.   1188 N. West Ave   Jackson, MI

(517)783-5334

Catholic Charities   407 South Mechanic Street   Jackson, MI

(517) 782-2551

Crossroads Psychotherapy   432 Wildwood Avenue   Jackson, MI 49201

(517) 787-2251

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