

**EXPLORING THE IMPACT OF FATHER INVOLVEMENT ON
ADOLESCENTS**

Project submitted for partial fulfilment of the degree of

MASTERS OF ARTS

IN

PSYCHOLOGY



THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

SUBMITTED BY:

ANUSHKA SRIVASTAVA

UNDER THE SUPERVISION AND GUIDANCE OF:

Assistant Professor (Dr Kriti Vyas)

School of Liberal Arts & Sciences

Thapar Institute of Engineering and Technology, Patiala

CERTIFICATION

This is to certify that the thesis entitled, 'Exploring the impact of father involvement on adolescents' is being submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala is a bonafide work carried out under the supervision of Dr. Kriti Vyas, Assistant Professor, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, and no part of this project has been submitted for the award of any other degree.



(ANUSHKA SRIVASTAVA)

This is to certify that the above statement by the student concerned is correct and accurate to the best of my knowledge.



Dr Kriti Vyas

Assistant Professor

Thapar Institute of Engineering and Technology, Patiala

CANDIDATE'S DECLARATION

I at this moment declare that the work presented in this thesis entitled, 'Exploring the impact of father involvement on adolescents' submitted in partial fulfilment of requirements for the award of the degree Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my work carried out under the supervision and guidance of Dr Kriti Vyas, Assistant Professor, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers' work which is duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for awarding any other degree at this or any other university.

Date- June, 2024



(ANUSHKA SRIVASTAVA)

This is to certify that the above statement by the student concerned is correct, Valid, and accurate to the best of my knowledge.



Dr Kriti Vyas

Assistant Professor

Thapar Institute of Engineering and Technology, Patiala

ACKNOWLEDGEMENT

I want to take this opportunity to express my sincere gratitude to all the individuals who have contributed to the successful completion of my thesis work. This work would not have been possible without their support, encouragement, and guidance. First and foremost, I would like to thank my supervisor, Dr Kriti Vyas, for her invaluable guidance, support, and expertise throughout my thesis work. Her insightful comments and constructive feedback have been instrumental in shaping my research and enhancing its quality. I also sincerely thank Prof. Santha Kumari, Head of TSLAS, for her support and encouragement throughout my study. Her valuable suggestions and guidance have been an immense help throughout this journey. Their willingness to participate and share their experiences has been crucial in making this study successful. I would also like to thank all the teachers of the department and batchmates for keeping the environment lively.

Lastly, I thank my friends and family for their unconditional support, encouragement, and motivation throughout my academic journey. Their love and support have kept me going through the challenging times.

Ultimately, I want to thank all the participants for their time and cooperation.

TABLES OF CONTENTS

S.NO	CONTENTS	PAGE
1.	ABSTRACT.....	6Error! Bookmark not defined.
2.	INTRODUCTION, RESEARCH GAP, OBJECTIVES, RATIONALE.....	7
3.	METHODOLOGY	19
4.	RESULTS.....	24
5.	DISCUSSION.....	38
6.	CONCLUSION, IMPLICATIONS, LIMITATIONS, & FUTURE RESEARCH	75
7.	REFERENCES	78
8.	APPENDIX-A.....	81
9.	APPENDIX-B.....	93

ABSTRACT

Father involvement has played an essential role in the source of family being and a child's formative years. A father's involvement in their child's life has consequences on aspects of the child's life, for example, their interpersonal relationships, academics, social and cultural, etc. This study focused on how children perceive their father's involvement in their lives and how it influences emotions. Emotion regulation is an individual's ability to modulate their emotion or set of emotions. During our formative, especially in adolescence, people go through many emotions and sometimes understanding them gets overwhelming. Parental involvement plays an important part here as children learn a lot from their parents, and seeing them handle emotions well can guide them in managing their feelings. This study aims to understand how a child perceives their father's involvement in their life and how it affects their emotional regulation. A sample of 200 adolescents who were studying in different schools was raised. Perceived Father Involvement Inventory (PFII) by Fathima Bushra Saliha & Jayan (2018) was used to find data on adolescent father involvement. For the quantitative study, demographic details were explored, such as early versus middle adolescent and nuclear versus joint family type. The results indicated fathers were more involved with early adolescence than middle and adolescents belonging to the nuclear family, and more involvement of the fathers in domain guide to the outside world and providing support was seen. For the qualitative analysis, a semi-structured interview was constructed to gain a deeper knowledge of the relationship of father's involvement in adolescents.

CHAPTER 1: INTRODUCTION

Adolescence is a period characterized by significant changes, encompassing emotional, social, and physical aspects. During this pivotal stage, teenagers yearn for independence while still requiring guidance and support. While mothers have historically been viewed as the primary caregivers, research now emphasizes the crucial role that fathers play in moulding their children's development. This study seeks to uncover the effects of paternal involvement on adolescents, focusing on how a father's presence, communication approach, and emotional openness impact a teenager's welfare, decision-making, and transition into adulthood.

However, the story extends beyond its impact on adolescents alone. Father involvement also carries significant meaning for fathers themselves. Research indicates that involved fathers experience increased personal satisfaction and develop stronger bonds with their children. Recognizing these dynamics can benefit not only adolescents but also entire families. By cultivating a more supportive environment that nurtures positive father-child relationships, we can empower adolescents to navigate this intricate stage of life with enhanced confidence and resilience.

1.1 Father's role in Parenting

Parenting is an ongoing process of nurturing, guiding, and supporting children throughout their growth. Successful parenting blends love, discipline, and communication to create a safe and positive environment. It involves understanding each child's unique needs, balancing affection with boundaries, and instilling values and life skills. Parents are key in shaping their children's emotional, social, and intellectual development, helping them grow into confident and responsible individuals. The parenting journey is both challenging and rewarding, demanding patience, empathy, and resilience.

A nurturing father figure is crucial for children's holistic growth and well-being, reinforcing the importance of paternal engagement in parenting. Research highlights that children with actively involved fathers tend to perform better academically, exhibit healthier social behaviour, and develop stronger cognitive skills. Fathers provide emotional support, model positive behaviours, and foster independence and resilience. Their involvement promotes better emotional regulation and social competence in children, and they often introduce different perspectives and problem-solving approaches that enrich a child's experiences. Additionally, fathers' involvement is associated with fewer behavioural problems and higher self-esteem in children, contributing to their overall mental health.

In a study carried out by Eirini & Buchanan (2003), 2722 British adolescents aged 14–18 years were the subjects of an exploration into whether paternal involvement can serve as a protective factor against low levels of well-being, even after controlling for maternal involvement and risk and protective factors. The results indicated that while both paternal and maternal involvement had meaningful and independent contributions to the happiness of offspring, paternal involvement exhibited a stronger influence. Additionally, the connection between paternal involvement and happiness did not vary significantly between sons and daughters.

1.2 Father Involvement

Father involvement is vital to the overall welfare of children. Engaged, empathetic, and attentive fathers are essential in promoting children's physical, cognitive, emotional, and social well-being. Alongside mothers and other caretakers, fathers play a significant role in impacting the well-being of children. Recently, there has been a surge in the phenomenon of "penguin fathers" or load-sharing, resulting in greater paternal participation in child-rearing. For a long time, mothers have received more research attention than fathers. Mothers have often been characterised as children's primary caregivers, whereas fathers have been described as

playmates. However, gender roles have become more equal over time, and research now suggests that fathers play many vital roles in child development.

Fathers must be involved in their adolescent children's lives as it can significantly impact their overall development and well-being. Studies suggest that fathers' presence and active engagement can affect their children's emotional, social, and academic domains. For instance, adolescents with fathers who are supportive and in touch with their emotional side tend to have better relationships with their friends and higher levels of social compatibility.

Children with regular positive contact with their fathers tend to have better emotional regulation than those without such contact. Fathers play a crucial role in the emotional development of adolescents by providing them with support, warmth, and a sense of security (Sarkadi et al., 2008). Children whose fathers offer academic assistance and a safe, accepting environment to communicate with them tend to perform better in school and have good communication skills. Fathers actively participate in their children's education and offer educational support to contribute to better school performance (Flouri, 2006). Fathers also play a significant role in the development of social skills and the ability to form positive relationships with peers. Being involved in social activities and receiving father guidance contributes to adolescents' social competence (Sarkadi et al., 2008). Positive father involvement is linked to developing strong social skills and forming healthy peer relationships (Amato & Rivera, 1999). Fathers play a crucial role in shaping the gender identity of their children and serve as vital role models during adolescence. Positive fathering behaviours can influence attitudes and behaviours related to gender roles and relationships. For instance, studies have shown that positive father-daughter relationships are linked to better emotional well-being and self-esteem in daughters (Doherty et al., 1998). Adolescents with fathers who actively participate in their day-to-day are less likely to be involved in harmful behaviours such as substance abuse and delinquency. The presence of a supportive father figure can play

a significant role in protecting against negative behaviours; active father involvement has been linked to a lower likelihood of behavioural problems and delinquency in adolescents (Flouri & Buchanan, 2003). Positive father involvement during adolescence has long-term implications for adult well-being. Adolescents who experience supportive and involved fathering are likelier to exhibit positive outcomes in adulthood, including stable relationships and mental health (Sarkadi et al., 2008).

In 1999, Michael Lamb characterized father involvement as a multifaceted concept that encompasses affective, cognitive, and ethical elements, along with observable behavioral aspects and indirect forms of participation. Similarly, Hawkins and Palkovitz emphasized the necessity for more comprehensive and diverse measures of father involvement within scholarly discourse. Subsequently, numerous efforts were made to examine father involvement in various studies.

There are different domains of child's life that the father can get involved in to and how the child perceives about the level and extent of involvement is rather important than the quantity of time spent together. Domains of Perceived Father Involvement Questionnaire:

1) Nurturance refers to the indulgence of father in taking care of the child. The way he cares for the child, expresses love and having a warm close relationship. Father being there for the child, helping him with his daily activities, joining him/her during their ups and downs. Encouraging child in his activities and generally showing interest in the overall development of the child.

2) Provision and protection Nurturance refers to the indulgence of father in taking care of the child. The way he cares for the child, expresses love and having a warm close relationship. Father being there for the child, helping him with his daily activities, joining him/her during their ups and downs. Encouraging child in his activities and generally showing interest in the overall

development of the child. It implies the concern of the father in providing the child with his/her basic requirements like food, clothing and shelter. Protecting the child by providing him with safe environment where he/she can be relaxed and free to explore. Providing the child according to the needs, without much external compulsion. Father doing his best to meet the needs of the child.

3) Acceptance Accepting the child as he/she is. Accepting his/ her abilities and skills, believing, having faith in them and understanding his difficulties and disabilities as well. Being aware of child's ambitions. Father having realistic expectations about the child. Respecting the child's individuality

4) Understanding Father being friendly to the child, knowing their interests, giving them the freedom to be what they are and knowing each other mentally. If conflicting ideas arise on some matter, resolving them smoothly. Father being an understanding person for the child.

5) Guide to the outside world Being a guide to the outside world, implicitly teaching them how to spent time and money etc. introducing child to his friends and colleagues, discussing about the news in the newspaper, television etc. Taking child to places outside home. These help child to know about people, places and behaviours and it becomes the base to form an attitude towards life and the world.

6) Provide support

Supporting and giving confidence for activities and new endeavours. Father being attentive to the mental states of the child. Being a support during difficult times and supporting the child in decision making and not blaming or de-motivating the child by complaining about his disabilities.

7) Taking responsibility Being concerned and fulfill the responsibilities of a father. With whole heart, sacrificing his own wishes, for the needs of the child. Knowing the child, his

surroundings, people he interacts with etc. showing concern in the health status of the child and taking care of the child when he/she is sick

8) Academic assistance Showing interest in educating the child. Playing an active part in the academic activities, assisting with his/her studies, home works and projects. Watching educational programmes and channels together and having discussions and debates that stimulate the cognition of the child.

9) Discipline Disciplining the child, punishing him/her for his/her wrong deeds, giving a clear idea about right and wrong, dos and don'ts, advising to learn religious morals, giving freedom with limits and explaining the rationality of setting those limits. Father not just being an advice provider without extending support

10) Time spent together Spending time together for physical activities like playing together, during leisure engaging in activities like gardening, cleaning, farming, etc, visiting places and relatives during holidays, having meals together when at home, etc. If the child doesn't like his/her father they enjoy their absence at home.

11) Role model Father being a role model, is a guide to life and help the child finding his way for dealing with situations. Child models him in the way he behaves with people. Child understanding the way 'men' behaves in different situation with different people.

12) Relationship with mother Father having a positive, close, and friendly relationship with mother. Expressing love to each other enjoys the relationship, resolving misunderstandings and conflicts with ease. They take the decisions on child together, discussing with each other. Mother-father relationship is an important aspect in fathers' involvement with the child. When there is a beautiful relationship between them, the child is the best beneficiary. Father by supporting the child, he is supporting the child indirectly

It is essential to recognise that father involvement can be displayed in various forms, including emotional support, shared interests and activities, guidance, and active participation in daily life. The quality of the father-adolescent relationship is crucial, and a positive and supportive connection contributes to adolescents' overall development and well-being.

1.3 Parenting adolescents

Adolescence refers to the phase of life when a child becomes an adult, typically between the ages of 11 and 19. Adolescents undergo physical, emotional, psychological, social, and mental changes and growth during this period. The adolescent phase can be divided into three stages: early adolescence (10 to 14 years), when teens experience physical, emotional, and social changes and develop their identity and autonomy, middle adolescence (15 to 17 years) when teens seek more independence, peer influence, and risk-taking behaviours and face academic and career choices, and late adolescence (18 to 24 years) when teens transition to adulthood and deal with issues such as college, work, relationships, and finances.

Parenting, especially the father's role, is crucial during adolescence for several critical reasons. To begin with, fathers play a significant part in shaping adolescents' sense of identity through guidance, support, and positive role modelling, aiding in the development of a strong self-concept. Additionally, fathers contribute to teenagers' emotional well-being by providing comfort, motivation, and teaching coping mechanisms for handling the emotional challenges typical of this life stage. They also play a vital role in nurturing adolescents' social aptitude, encouraging healthy relationships, effective communication, and conflict resolution skills, all essential for navigating social interactions successfully. Furthermore, fathers' active participation in their children's educational journey during adolescence fosters academic achievement by promoting goal-setting, offering academic assistance, and fostering a positive approach to learning.

Moreover, fathers' guidance and enforcement of boundaries during this period assist adolescents in cultivating responsible behaviour, making informed choices, and steering clear of risky behaviours, all of which contribute significantly to their overall wellness and successful transition into adulthood.

The role of a father evolves significantly as his child progresses through different stages of adolescence. During early adolescence, fathers often focus on providing guidance and support as their children navigate physical and emotional changes. They may engage in activities that promote bonding and communication, such as spending quality time together and discussing school and social experiences. Fathers are crucial in helping adolescents build self-esteem, develop a sense of identity, and learn essential life skills.

During middle adolescence, they become more independent and assertive, fathers may shift their role towards providing guidance on decision-making, setting boundaries, and encouraging responsible behavior. They continue to offer emotional support and serve as a role model for handling challenges and making ethical choices. Fathers also play a key role in supporting their children's academic and career goals during this stage. In late adolescence, the finale stage, fathers often transition to more of a mentorship role, guiding their children as they prepare for adulthood. They may assist with college or career planning, financial management, and fostering independence. Fathers continue to offer emotional support and serve as a source of wisdom and encouragement as their children navigate the challenges of transitioning into adulthood.

Throughout these stages, the role of the father remains essential in providing stability, guidance, and emotional support, adapting to meet the changing needs and developmental milestones of their adolescent children.

Based on the literature review, various Research Scholars have previously explored the variables under consideration in this research study to varying degrees. Here are several examples: -

A study by Trahan et al. (2020) aimed to investigate the quality of father-adolescent-child relationships. Findings suggested that Father-adolescent relationship closeness was positively associated with current factors, including co-parenting, parenting stress, parent depression, parent knowledge of adolescents, and warmth, but not parent engagement.

A study conducted by Gold et al. (2020) aimed to investigate the association between father involvement in middle childhood and adolescent behaviours and whether the relationship differs by father residence. Internalising and externalising behaviours in adolescence can trigger a cascade of adverse consequences later in life, including lower educational achievement, criminal justice involvement, and future psychological distress. Evidence, mainly focusing on non-residential fathers and older cohorts, suggests that father involvement—particularly closeness and engagement—may reduce adolescents’ internalising and externalising behaviours. Findings suggest protective associations between father involvement and adolescent behavioural outcomes persist even among children not living with their fathers. In models stratified by the child’s sex, father involvement matters for both boys and girls. In all models, father presence alone, apart from active participation, is not significantly associated with behavioural outcomes. Father involvement protects against negative adolescent behaviours even among children with non-residential fathers and for both boys and girls.

In 2023, Li et al. conducted a study that analysed the impact of fathers' presence and presence style on the social responsibility and interpersonal relationships of adolescents in China. The study utilised social identity theory and incorporated social responsibility as a mediating

variable to examine how fathers' presence style affected adolescents' interpersonal quality. The results indicated that the way a father is present can significantly influence the impact of their presence. This research delves into how fathers' presence impacts the social responsibility of their adolescent children and the quality of their relationships. Specifically, it examines whether embracing a democratic approach to being present increases teenagers' sense of social responsibility and healthier relationships. The findings reveal that fathers' presence has a direct and positive effect on their children's social responsibility, and their company indirectly impacts the quality of their children's interpersonal connections through their sense of social responsibility. Parenting styles are also a significant factor in the correlation between fathers' presence and social responsibility and the quality of relationships. The study emphasises encouraging fathers to be present and adopt a democratic parenting style to foster their children's growth and family well-being. Most studies have focused on mothers' perceptions of parental engagement in children.

According to social role theory, individuals are influenced by societal expectations and norms based on their social roles. Gender roles play a critical role in this theory. Our research examines societal expectations surrounding fathers' roles and how they impact their participation in parenting and caregiving duties. In 1999, Michael Lamb outlined the complex nature of father involvement, which includes emotional, cognitive, and ethical elements, as well as observable behaviors and indirect forms of participation.

Numerous studies have delved into the participation of stay-at-home mothers, but there remains a dearth of research on the impact of working mothers on father involvement in child-rearing. Few studies have examined the correlation between dual-earner parents and father involvement in child-rearing in India. Past research has underscored the importance of fathers being present and actively engaged in their children's lives and the influence of this involvement on children's perceptions of their role in various domains of their lives. Fathers are essential for their

children's development, particularly during their formative years, and can influence various aspects of their lives, such as their psychological well-being and emotional regulation.

A noticeable lack of focus on father involvement in child upbringing makes fathers less engaged. The primary focus was on the child's perspective of their father and his role during their formative years. Recently, there has been a significant surge in the phenomenon of penguin fathers, also known as load sharing, which has resulted in greater paternal participation in child-rearing.

1.4 Rationale

Most studies have primarily focused on mothers regarding the perception of parental engagement in children. A noticeable lack of focus on father involvement in child upbringing makes fathers less engaged. The primary focus was on the child's perspective of their father and his role during their formative years. Recently, there has been a significant surge in the phenomenon of penguin fathers, also known as load sharing, which has resulted in greater paternal participation in child-rearing. This study is pursued to dive deeper into the children's perception of their father's involvement during developmental years in adolescence.

1.5 Research Objectives

Study 1

1. To compare father's involvement in the life of daughters and sons
2. To understand the relationship between father's involvement and emotional regulation

Study 2

1. To investigate the difference in fathers' involvement based on family type (nuclear versus joint) and stage of adolescence (early versus middle).

2. To explore the factors leading to differences in father involvement in the life of daughters and sons.

1.6 Hypotheses

Study 1

H1: There will be a significant difference between son and daughter on perceived father involvement

H2: There will be a significant effect of different domains of perceived father involvement on emotional regulation

Study 2

H1: There will be differences between family type (joint and nuclear) and how it affects the father's participation in adolescent

H2: There will be differences in fathers' involvement in early versus middle adolescent

CHAPTER 2: METHODOLOGY

Study 1:

2.1 Sample

A total sample of 200 participants was collected using convenience sampling from adolescents aged 11-17 who have been currently living with their fathers. It consisted of male and female participants. Participants ranged between 11-17 years, with a mean age of 13.

2.2 Research Design

In this comparative study, the independent variable was perceived father involvement, and the dependent variable was emotional regulation. A child's perceived father involvement can be shaped by various factors, including their father's involvement in their academic life, social groups, and relationship with their mothers.

2.3 Tools used

2.3.1 Perceived Father Involvement Inventory (PFII)

It was developed by Fathima Bushra Saliha and Jayan (2018) and consisted of 70 items. Each item must respond on a five-point scale, which implies A- always true, B- usually true, C- sometimes accurate, D-seldom true, and E- never true. Except for four items, all the responses must be scored as 5,4,3,2 and 1 for A, B, C, D and E, respectively. Negative items will be reverse scored (item no: 42, 48, 69 and 70). The 12 domains are nurturance, protection and provision, acceptance, understanding, guidance to the outside world, providing support, responsibility, assistance in academics, disciplining, time spent together, role model and relationship with mother. Every domain is measured using six items each. Total reported and desired involvement scores can be created by summing the respective domain ratings. Possible

scores for these totals range from 72 to 360. The higher the score, the higher the father involvement and the lower the score, the lower the father involvement.

2.3.2 Difficulties in Emotion Regulation Scale – Short Form (DERS-SF)

The Difficulties in Emotion Regulation Scale – Short Form (DERS-SF; Kaufman et al., 2015) consists of 18 items that load onto six subscales: strategies, non-acceptance, impulse, goals, awareness, and clarity. Each subscale has three items, answered on a five-point Likert scale ranging from 1 (almost never) to 5 (almost always). The subscale scores consist of the mean of the items, with higher scores indicating more difficulties in regulating emotions.

2.4 Procedure

The data for the study was collected through physical forms. A form was created, including the questionnaire. The first section of the form consisted of a permission letter from the college to conduct the study on the minor population. The second section consisted of informed consent and ethical guidelines. Participants were assured of the privacy and confidentiality of their responses. Once the parents consented to the study, children were asked to fill in their respective demographic details. The following two sections of the questionnaire included the tools: Perceived father involvement inventory (PFII) and difficulties in Emotion Regulation Scale – Short Form (DERS-SF). The results were put through SPSS for data analysis, and further interpretations were obtained. Independent t-test, Correlation and linear regression were used to analyse the data.

2.5 Statistical analysis

An independent T-test, correlation, and regression were used to analyse the result.

Study 2

2.6 Sample

A total sample of 200 participants was collected from adolescents aged 11-17 who have been currently living with their fathers. Out of these participants, a random sample of 20 participants, consisting of 10 males and ten females, was chosen for the interviews.

2.7 Research Design

In this mixed method design, demographic details were explored from the quantitative data, and differences were checked between family type (joint versus nuclear), and age (early versus middle adolescents). Then, qualitative data was collected using semi-structured interviews. The interviews explored how father involvement influences domains like academics, nurturance, emotional regulation, decision-making, protection and provision, leisure time, and discipline strategy.

2.8 Tools used

2.8.1 Perceived Father Involvement Inventory (PFII)

It was developed by Fathima Bushra Saliha and Jayan (2018) and consisted of 70 items. Each item must respond on a five-point scale, which implies A- always true, B- usually true, C- sometimes accurate, D-seldom true, and E- never true. Except for four items, all the responses must be scored as 5,4,3,2 and 1 for A, B, C, D and E, respectively. Negative items will be reverse scored (item no: 42, 48, 69 and 70). The 12 domains are nurturance, protection and provision, acceptance, understanding, guidance to the outside world, providing support, responsibility, assistance in academics, disciplining, time spent together, role model and relationship with mother. Every domain is measured using six items each. Total reported and desired involvement scores can be created by summing the respective domain ratings. Possible scores for these totals range from 72 to 360. The higher the score, the higher the father involvement and the lower the score, the lower the father involvement.

2.8.2 Semi-structured Interview

A semi-structured interview was constructed by reading through the extensive literature to explore the impact of father involvement in adolescents. The semi-structured interview allows us to probe for more information in different domains influenced by the father's involvement. The interview schedule consisted of 10 questions designed to explore domains like nurturance, protection & provision, academic assistance, and emotional expression, and also to have a deeper understanding of the bond a father shares with their children. The interview was conducted virtually through digital platforms such as Google Meet or voice calls to connect with the participants remotely. This method offers flexibility and convenience, allowing the interviewer and the participants to engage without geographical constraints.

2.9 Procedure

Quantitative data was collected from adolescents aged 11 to 17 who live with their fathers. Their demographic details were collected, and their age, gender, grade, father's age and occupation, and mother's age and work were considered.

After that, Qualitative data was collected on the selected sample, and semi-structured interviews were conducted to explore how father involvement influences domains like academics, nurturance, emotional regulation, decision-making, protection and provision, leisure time and discipline strategy and will be evaluated using Braun and Clark Thematic analysis.

2.10 Data Analysis

A Mann-Whitney was used to analyse the quantitative data.

Braun & Clark's thematic analysis was used to analyse the qualitative data. It is a qualitative research method for identifying, analysing, and reporting themes within data. The steps involved are:

1. **Transcription, Familiarization with the Data, and Selection of Quotations:** Thoroughly read and reread the data to understand the whole.
2. **Selection of Keywords:** Researchers identify recurring patterns and terms and designate them as keywords. The keywords capture participants' experiences and perceptions.
3. **Coding:** Codes are assigned to the segment of data that represents the core theme. Keywords play an essential role in coding as they form the analysis's backbone and help convert raw data into insightful, manageable units.
4. **Theme Development:** Theme development involves organising codes into meaningful groups to identify patterns and relationships, offering insights into the research question.
5. **Conceptualization Through Interpretation of Keywords, Codes, and Themes:** This step, conceptualization, involves understanding and defining concepts emerging from the data.

CHAPTER – 4

RESULTS

Statistical analyses were used to compute the values to meet the study's objective. Reliability, independent sample reliability, Independent T-tests, correlation, and regression were calculated. This chapter is divided into two parts, i.e., study 1 and study 2.

Study 1

To meet the objectives of the present investigation, the obtained data were subjected to various statistical analyses. Descriptive Statistics, Independent T-test, Pearson Correlation, and Regression were used. The tables below show the descriptive statistics, correlation, regression, and independent T-test for the variables under study.

Table 1: Descriptive Statistics of Perceived Father Involvement and Emotional Regulation

	N	Minimum	Maximum	Mean	Std. Deviation
FI-NURTURANCE	197	10	30	24.38	3.484
FI-PROTECTION PROVISION	197	7	30	26.05	3.467
FI-ACCEPTANCE	197	8	30	24.99	4.056
FI-UNDERSTANDING	197	10	76	25.91	5.329
FI-GUIDE TO THE OUTSIDE	197	6	30	23.80	4.102
FI-PROVIDE SUPPORT	197	8	30	23.37	3.300

FI-TAKING	197	10	30	22.28	3.193
RESPONSIBILITY					
FI-ACADEMIC	197	11	30	23.88	3.592
ASSISTANCE					
FI-DISCIPLINE	197	13	30	24.36	3.474
FI-TIME SPENT TOGETHER	197	7	30	22.25	4.351
FI-ROLE MODEL	197	12	30	23.96	3.228
FI-RELATIONSHIP WITH	197	10	29	23.84	2.956
MOTHER					
TOTAL-FI	197	112	359	289.08	31.753
ER-CLARITY	197	3	15	8.39	2.897
ER-AWARENESS	197	3	15	8.31	2.821
ER-GOALS	197	3	15	8.50	3.461
ER-IMPULSE	197	3	15	7.54	3.334
ER-NON-ACCEPTANCE	197	3	15	8.07	3.098
ER-STRATEGIES	197	3	15	7.73	3.014
TOTAL-ER	197	26	82	48.54	12.071

From the table above, we can see all the participants' minimum and maximum scores. The mean and standard deviation of all the variables of the perceived father involvement and difficulties in emotion regulation were obtained.

Table 2 The mean difference between sons and daughters on perceived father involvement

variable	Male		Female		<i>t</i> (195)	p	Cohen's d
	mean	SD	mean	SD			
FI-Total	294.06	27.545	284.05	34.927	2.235	.027	0.31
Nurturance	24.60	3.037	24.16	3.887	.871	.385	0.12
Protection and provision	26.70	2.873	25.40	3.884	2.670	.008	0.46
Acceptance	25.68	3.443	24.30	4.505	2.419	.016	0.34
Understanding	26.73	6.072	25.09	4.332	2.174	.031	0.39
Guide to the outside world	24.08	3.733	23.52	4.445	.959	.339	0.13
Provide Support	23.76	2.980	22.98	3.567	1.662	.098	0.23
Taking responsibility	22.33	3.149	22.23	3.252	.216	.829	0
Academic Assistance	24.47	3.558	23.28	3.543	2.370	.019	0.33
Discipline	24.90	3.397	23.81	3.481	2.230	.027	0.31

Time Spent Together	22.42	3.970	22.07	4.719	.568	.571	0.-08
Role Model	24.32	2.896	23.60	3.511	1.574	.117	0.22
Relationship with mother	24.07	2.782	23.61	3.118	1.089	.277	0.15

Table 2 revealed a significant mean difference in sons (mean=294.06, SD=27.545) and daughters (mean=285.05, SD=34.927) on FI-total with $t(195)=0.027$, $p < .05$ and cohen's d is 0.31. Findings show that males have exhibited higher scores than females in all these variables: Protection and provision, acceptance, understanding, academic assistance and discipline, and the cohen's d values are as follows: 0.46, 0.34, 0.39, 0.33 and 0.31, respectively.

Table 3 Pearson correlation between perceived father involvement and emotion regulation

	FI-NURT AND PROV	FI-ACCEPT	FI-UNDERSTANDING	FI-GUIDE TO OUTSIDE WORLD	FI-PROVIDE SUPPORT	FI-TAKING RESPONSIBILITY	FI-ACAD ASSIT.	FI-DISCIPLINE	FI-TIME SPENT TOGETHER	FI-ROLE MODEL	FI-RELATION WITH MOTHER				
FI-NURTURANCE	1														
FI-PROTECTION & PROVISION	.546**	1													
FI-ACCEPTANCE	.600**	.764**	1												
FI-UNDERSTANDING	.470**	.534**	.608**	1											
FI-GUIDE TO THE OUTSIDE	.511**	.515**	.642**	.537**	1										
FI-PROVIDE SUPPORT	.482**	.511**	.546**	.445**	.497**	1									
FI-TAKING RESPONSIBILITY	.398**	.493**	.496**	.407**	.505**	.347**	1								
FI-ACADEMIC ASSISTANCE	.384**	.434**	.490**	.436**	.426**	.385**	.305**	1							
FI-DISCIPLINE	.427**	.501**	.535**	.385**	.505**	.459**	.379**	.349**	1						
FI-TIME SPENT TOGETHER	.469**	.515**	.598**	.458**	.601**	.397**	.476**	.429**	.464**	1					
FI-ROLE MODEL	.366**	.490**	.446**	.285**	.394**	.243**	.350**	.348**	.559**	.488**	1				
FI-RELATIONSHIP WITH MOTHER	.468**	.484**	.507**	.224**	.343**	.368**	.341**	.323**	.447**	.538**	.419**	1			
TOTAL-FI	.716**	.795**	.857**	.716**	.773**	.663**	.639**	.626**	.696**	.764**	.618**	.618**	1		
TOTAL-ER	-.059	-.168*	-.124	-.112	-.050	-.130	-.013	-.043	-.084	-.077	.033	-.130	-.114	1	

From the table above, we can infer a negative correlation between Provision and protection, domain of father involvement, and emotion regulation at 0.01, with a significant p-value at 0.019.

Table 4

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Adjusted R Square
		B	Std. Error	Beta			
1	(Constant)	63.744	6.460		9.868	.000	
	FI-PROTECTION & PROVISION	-.584	.246	-.168	-2.374	.019	.023

From the above regression table, the adjusted R square for emotion regulation is 0.023. Therefore, a 2.3% variation in emotion regulation can be attributed to protection and provision. The beta value obtained for emotion regulation in relation to protection and provision is -0.584,

which means a one-unit increase in protection and provision will result in a 0.584-unit decrease in emotion regulation.

Study 2

To meet the objectives of the present investigation, the obtained data were subjected to various statistical analyses. Descriptive Statistics and Mann – Whitney test was used. The tables below show the descriptive statistics and Mann-Whitney for the variables under study.

Table 6 Descriptive Statistics Father Involvement in Early versus Middle Adolescents

	Group	N	Mean	SD	SE	Coefficient of variation
FI-NURTURANCE	1	111	24.586	3.192	0.303	0.130
	2	77	24.169	3.857	0.440	0.160
FI-PROTECTION & PROVISION	1	111	26.369	2.939	0.279	0.111
	2	77	25.675	4.115	0.469	0.160
FI-ACCEPTANCE	1	111	25.261	3.692	0.350	0.146
	2	77	24.610	4.600	0.524	0.187
FI-UNDERSTANDING	1	111	26.405	6.004	0.570	0.227
	2	77	25.182	4.442	0.506	0.176
FI-GUIDE TO THE OUTSIDE	1	111	24.360	3.756	0.356	0.154
	2	77	23.260	4.543	0.518	0.195
FI-PROVIDE SUPPORT	1	111	23.847	2.761	0.262	0.116
	2	77	22.740	3.861	0.440	0.170
FI-TAKING RESPONSIBILITY	1	111	22.414	3.014	0.286	0.134
	2	77	22.273	3.351	0.382	0.150
FI-ACADEMIC ASSISTANCE	1	111	24.324	3.122	0.296	0.128
	2	77	23.494	3.992	0.455	0.170
FI-DISCIPLINE	1	111	24.712	3.166	0.301	0.128
	2	77	23.844	3.815	0.435	0.160
FI-TIME SPENT TOGETHER	1	111	23.027	4.164	0.395	0.181
	2	77	21.494	4.427	0.504	0.206
FI-ROLE MODEL	1	111	24.180	3.306	0.314	0.137
	2	77	23.662	3.177	0.362	0.134
FI-RELATIONSHIP WITH MOTHER	1	111	24.018	2.799	0.266	0.117
	2	77	23.857	3.060	0.349	0.128
TOTAL-FI	1	111	293.505	27.639	2.623	0.094
	2	77	284.260	36.225	4.128	0.127

From the table above, we can see all the participants' minimum and maximum scores. The mean, standard deviation values and Shaipero – Wilk of all domains of father involvement in early versus middle adolescents.

Table 7 Mann Whitney for father involvement and Early versus Middle adolescents

	Statistic	df	p	Effect Size
FI-NURTURANCE	4368.5	186	0.796	0.022
FI-PROTECTION & PROVISION	4480.5	186	0.571	0.048
FI-ACCEPTANCE	4474.5	186	0.583	0.047
FI-UNDERSTANDING	4676	186	0.27	0.094
FI-GUIDE TO THE OUTSIDE	4868	186	0.104	0.139

FI-PROVIDE SUPPORT	4907.5	186	0.082	0.148
FI-TAKING RESPONSIBILITY	4297	186	0.95	0.005
FI-ACADEMIC ASSISTANCE	4729	186	0.213	0.107
FI-DISCIPLINE	4845	186	0.117	0.134
FI-TIME SPENT TOGETHER	5171.5	186	0.014	0.21
FI-ROLE MODEL	4762	186	0.181	0.114
FI-RELATIONSHIP WITH MOTHER	4315.5	186	0.909	0.01
TOTAL-FI	1.983	186	0.049	0.294

4811.5 0.143 0.126

The above table indicates that early adolescents had a significantly greater difference in FI-TIME SPENT TOGETHER than middle adolescents, $z = 5171.5$, $p = 0.014$.

Table 8 Mann Whitney for father involvement and Joint versus Nuclear Family Type

	Statistic	df	p	Effect Size
FI-NURTURANCE	4153.000	186	0.817	-0.020
FI-PROTECTION & PROVISION	4289.000	186	0.888	0.012
FI-ACCEPTANCE	3965.000	186	0.455	-0.064
FI- UNDERSTANDING	4173.000	186	0.860	-0.015

FI-GUIDE TO THE 3543.000 186 0.057 -0.164
OUTSIDE

FI-PROVIDE 3220.500 186 0.005 -0.240
SUPPORT

FI-TAKING 4408.500 186 0.639 0.040
RESPONSIBILITY

FI-ACADEMIC 4252.000 186 0.969 0.003
ASSISTANCE

FI-DISCIPLINE 4002.500 186 0.519 -0.055

FI-TIME SPENT 3917.500 186 0.381 -0.076
TOGETHER

FI-ROLE MODEL 4580.000 186 0.346 0.081

FI-	3924.500	186	0.388	-0.074
-----	----------	-----	-------	--------

RELATIONSHIP

WITH MOTHER

TOTAL-FI	4033.000	186	0.577	-0.048
----------	----------	-----	-------	--------

The above table indicates that the Nuclear family type had a significantly greater difference in FI - GUIDE OUTSIDE THE WORLD AND FI – PROVIDE SUPPORT than the joint family type, $z = 3543$ and 3220 , $p = 0.057$ and 0.005 , respectively.

Table 9 Qualitative Analysis

THEMES	CODES
Similarities between son's and daughter's perceptions of father	<ol style="list-style-type: none"> <li data-bbox="858 367 1382 546">1. Autonomy (independence, freedom in decision-making and sense of responsibility) <li data-bbox="858 591 1382 837">2. Active participation (shares activities and interests, quality time spending, father involvement in daily life and bonding) <li data-bbox="858 882 1382 1128">3. Academic Involvement (guidance and encouragement in academics, academic assistance, offering advice in exams and academic problems) <li data-bbox="858 1173 1382 1352">4. Protection & nurturance (Role modelling and mentorship, support during tough times) <li data-bbox="858 1397 1382 1576">5. Cultural and religious connectedness (educating and promoting cultural beliefs) <li data-bbox="858 1621 1382 1794">6. Decision-making (involvement in minor or significant decisions regarding family)

Difference Between son's and daughter's perceptions of father	<ol style="list-style-type: none"> 1. Communication (open or restrained communication style, barriers in communication and feelings of discomfort in sharing things) 2. Conflict resolution (open conflict resolution or avoidance conflict resolution) 3. Emotional support & expression (emotionally expressive and connected or emotional suppression and disconnection)
---	--

Impact of Father Involvement in Sons and Daughters	<ol style="list-style-type: none"> 1. Discipline (authoritative and authoritarian approach towards the child) 2. Relationship dynamic (positive or negative relationship dynamics) 3. Gratitude and satisfaction (feelings of satisfaction, blessed and grateful for the relationship with the father) 4. Safe Environment (father's aggressive behaviour, parental conflict, environment for personal development, comforting and understanding)
--	---

5. Anticipated Future Relationship
(continued relationship, vision for
future and bond getting stronger)

Father versus Mother (perceived by both
son's and daughter's)

1. Difference between Mother's
Relationship (the father's approach
to the child and the mother's
approach to the child)

CHAPTER – 5

DISCUSSION

Study 1

The study's first objective was to investigate the difference between son and daughter in perceived father involvement. It was hypothesised that there would be a significant difference between son and daughter on perceived father involvement. The results revealed that it was accepted, and sons have exhibited higher scores than daughters in all these domains – protection and provision, acceptance, understanding, academic assistance and discipline.

A father's active participation is important in child rearing and significantly impacts both sons and daughters alike. Fathers tend to be more involved in play than caregiving, engaging in physical and sports-related activities. They often take on the role of a disciplinarian, serving as authoritative figures who establish and enforce rules, which is perceived by both sons and daughters. A study conducted by Mitchell et al., (2009) had similar findings and aimed to examine sons and daughters' involvement with non-resident fathers and associated outcomes with sample size of 4663. Results indicated that sons and daughters showed equal involvement with non-resident fathers on most measure of father involvement, however, sons showed more overnight visits, sports, and movies and feeling closer to their fathers compared to their daughters.

The study's second object was to investigate the contribution of different domains of perceived father involvement on emotional regulation. It was hypothesized that there be significant effect of different domains of perceived father involvement on emotional regulation. The results revealed that it was rejected for protection and provision, the domain of perceived father

involvement, and was non-significant with one of the domains of perceived father involvement, that is, protection and provision with emotional regulation.

It is essential to recognize the significant impact of fathers' involvement in shaping the emotional regulation of children. Emotional regulation encompasses the ability to effectively manage and respond to one's emotional experiences in a manner that is socially acceptable and adaptive. The presence, level of engagement, and parenting style of fathers can profoundly influence their children's capacity to navigate their emotions skilfully. A study conducted Lissa et al., (2019) aimed to investigate the interplay between parental support, behavioural and psychological control, and adolescents' emotion regulation development, and concluded emotional regulation emerged when mothers were supportive towards adolescents. Additionally flexible behavioural control exerted by fathers was a contributed. These results were congruent with the notion that mother–child attachment was supportive, whereas fathers provide “activation” relationships, challenging adolescents to regulate emotions.

In 2020, a study by Yoo-Jung Hong and Sae-Young Han explored how the dynamics of father-child Rough-and-Tumble Play (RTP), along with the father's involvement and his leadership skills, affect children's ability to regulate their emotions. Their findings aligned with those of the current study, showing that children in the high-involvement group exhibited better emotional regulation than those in the low-involvement group. This indicates the significance of a father's RTP, his level of involvement, and leadership in understanding how a father's RTP influences the emotional regulation in children.

Study 2

Quantitative Findings

The study's objective was to investigate difference in fathers' involvement based on family type and stage of adolescents. It was hypothesised that there would be significant difference in

father involvement in early versus middle adolescent and joint versus nuclear family type. Results indicated that adolescents belonging to early stage of adolescents, that is, 11 to 14, showed more significant relation with time spent together which is one of the domains of perceived father as compared to the other domains. Hence, we inferred from above mentioned results fathers tend to be more involved with early aged adolescents as compared to the middle-aged adolescents. Observations suggest that factors such as transition phase from childhood to teenage years children need fathers increase their involvement to help them navigate through physical, emotional, and cognitive changes. On the contrary, middle age adolescents seek greater independence and autonomy. A study conducted by Lamb et al., (1987) highlights that paternal involvement increases during the early adolescent years due to the need for more guidance and support during transitional phase and developmental period. Further, findings aligned with the notion, fathers tend to be more involved, provide support and act as a guide to the outside world with adolescents belonging to nuclear family as compared to joint family type due to them being the primary caregivers as there is no support of extended family members and they often more involved in daily activities. On the contrary, adolescents belonging to joint families have distributed parenting role and support from extended family members like grandparents, uncles, and aunts. In conclusion, results indicated that adolescents belonging to nuclear family type showed more significant relationship with guide to the outside and provide support which are the domains of perceived father involvement. A study conducted by Lamb (2004) suggest that fathers in nuclear families exhibit greater engagement in child-rearing activities as compared to fathers in extended households. The decreased size of the family requires more paternal participation.

Qualitative Findings

To further understand the results of quantitative analysis and factors contributing to the father's involvement in adolescents' interviews were conducted. In total, 18 interviews were conducted; 9 sons and 9 daughters belonging to the age range of 11-17 years. Using Braun & Clark's (2006) Thematic analysis, four themes emerged. These themes were: 1. Similarities between son's and daughter's perceptions of father. 2. Difference Between son's and daughter's perceptions of father. 3. Impact of Father Involvement in Sons and Daughters. 4. Father versus Mother (perceived by both sons and daughters).

Theme 1: Similarities between son's and daughter's perceptions of father.

Sons and daughters commonly view their fathers as key figures of emotional support, guidance, and authority. Both see their fathers as role models, hold their wisdom in high regard, and appreciate their active involvement. Fathers are generally perceived as protectors and providers, contributing to a sense of security and trust in their children.

A study conducted by Williams, S. (2016) investigates the relationship between a child's gender and the involvement of their father in shaping the child's behaviour. It concludes that although there are certain interactions that are exclusive to a child's gender, many features of father involvement—like emotional support and discipline—are the same for both boys and girls.

Sub-theme 1: Autonomy

Autonomy, as provided by fathers, involves encouraging children to make their own decisions and learn from their experiences. This support fosters self-reliance, confidence, and the ability to think independently, helping children develop a sense of personal responsibility and control over their lives. Participant 1 said, “ *Well, the first example I can give off is that of SHIP. While in studies, class 11th. And the second I can give is for last year's same studies. I was not getting*

good marks in science. So, he asked me that do you want to take science next year or take commerce. So, I got the option of choosing my stream. So, that was a very nice thing. I thought that they will just say that take science but no. I got the option of choosing a stream last year. So, that is an example.” “Well, last year we went on a trip. So, I was given the command. Where should we go? I made the whole planning of the trip. So, yeah. That was quite nice.”

Participation 3, “: So, he will ask me for my opinions and all, and mostly it is my preference that whenever we go somewhere, it is my choice and then he approves it and then we go for it.” “Yes, for like we planned a trip, we were planning a trip two years back and so, like he was asking my sister, my mother and all. So, they were like different opinions to where to go, but I said just like Mumbai, let us go to Bombay. So, and he liked the idea and then we convinced my sister and my mother and then we went to Bombay. Okay. So, it was my decision to go to Bombay and that was like very nice.”

Participant 3, “He supports me in like every decision I make. Like it was my choice to go for PCM like for the stream. So, he like supported me in every decision and he told me like what is the pros and cons of like going into PCM, how it is like very stressful, but he also told me that you can do it and you can do it very like nicely and you can achieve a lot of things out of it, Participation 4, “In family decision making because suppose we want to get a new pet or some kind of thing. He tells me that I am getting this or I am getting that. He asks me whether I want it or not. Suppose he told me that he wants to get a t-shirt for me. He said, “Do you like this t-shirt?” So, he often asks me about my opinion on whether to get things or whether to buy things for myself and him because he also asks me when he wants to buy something for him. Suppose he wanted a new computer. So, he asked me, “Do you know which is a good computer to buy right now.” “I feel that often I am too young to make big decisions on myself but he does ask me for advice in his decisions, whether is that laptop good or not or is that computer good or not or he asks me things about my level which I know and can advise him on. So, I feel that he tries his best to include me in his life.” “Yes,

he does respect my opinion and recently we have an activity called clubs in our school. We have different clubs on which extracurricular activities you want to do. So, he told me I should choose an orchestra because I play some instruments. So, I did not have interest in those instruments. So, I told him that I want to do something else and choose a different club. So, he told me I can choose a club that is suitable for me. So, I told him I want to play chess. I have an interest in chess as well. I play chess with him. So, he told me that going ahead and choosing chess is also a good extracurricular activity. And often if I talk about a stream, I tell him that I want to become an engineer or to select PCM. He says that yes you can go ahead and select any stream you want. Because he just tells me that go ahead and choose according to your interest and what you want to be and just make a career that you have interest in. I feel good that he is not forcing his opinion on me because he does not force his opinions on me. He just allows me to choose whatever I want to do. And he does not interfere in my decision because sometimes he tells me that you must make your own decision. Just do not ask me and you are big enough to decide what you want to do in school for extracurricular activities. And about the stream he says that just choose wisely and choose according to your interest.”

Participant 5, “I mean, whenever he makes the decision, he always asked me first and we all have discussions about all this Like, do you want to test or not want to do this. What do you want to do? So, you know, I am always satisfied with his decisions. So, domination wala koi cheez nhi hai.”

Participant 6, “he allows us to go outside with our friends and he is not dominating. He allows us to go everywhere. He allows us to be free and to make our own choices. And secondly, I also feel like he listens to our opinions very carefully. For example, when I wanted to choose commerce, he asked me why I wanted to choose it even though he was against it. But still, I feel like he changed his mind set and he thought of me and I think he did a pretty good job by hearing my opinion. So, that's what I like about him.,”, “He is open about it; I feel he has a

very open mind when it comes to this when taking opinions. For example, when I had to choose a stream or when I had to make friends so he was open-minded. He was open to hear my thoughts and reviews and he was open to discuss it. So, he is very open-minded about the topics like peers, friends, and everything.”

Participant 10, “For my stream, he clearly said that it is your decision. I just help you to figure it out like I will tell you this. I was very confused in taking my fifth subject. So, right now I have taken physical education only but I was like very confused. I did not have that very vast knowledge about it that how I should choose. So, he helped me and I took advice of 2-3 more of his friends because they were in the field that I am going. So, that he helped. So, he gives advice on that but he has never actually pressurized me to take or pursue any of the subjects. And about going out, he has never controlled me. He has sometimes asked me; he knows where I am going and with whom I am going. But he has never put restriction on me that no, you cannot go there etc. He does love me and sometimes he only drops me.”

Sub-theme 2: Active Participation

Active participation by fathers entails their involvement in their children's daily routines, education, and emotional support. It includes being present, engaged, and responsive to their children's needs, playing a crucial role in their development and well-being. This involvement fosters strong, positive father-child relationships. *Participant 1, “Like when we watch some matches together, he is like, yeah, I like that player and he shares his opinions. And then I will tell him something about that player. It is like that. And sometimes he talks about players of his time, his generation. So basically, at maximum times, our conversation is like that...Sometimes we go outside and we just talk about stuff.” “I do not think so, he has participated in...No, I do not think so, we have something in common.” Participant 2, “Well, he is also a sportsman and he also love to play football, cricket, badminton. So, when it is not windy and we both are*

free, we go to play badminton. And he also enjoys swimming with me. So, we both go swimming together. So, we spend a lot of time together in activities. Or sometimes we play together or we watch cricket together. Now, it is IPL. So, in the dinner time, we both watch the match together. At that time, we both are together doing something. Talking or interacting with each other... Well, most of the conversations are about sports. Like what is going on in school and what is going on in IPL. And how the study is going. That is a regular question every day. How was your day? And yeah, these are the main topics.” “Well, yeah. First thing happened that... It was my investiture last week. So, he came there. He came for the first time in any school event. In sports day concert, it was the first time that he came. It was the proudest moment of my life. When he came to watch me getting the badge and the sashet.” Participation 3, “*We go to walks. We play cricket. Sometimes, we go to swimming and we also go for drives like together just me and my father. Whenever he is free, we go to drives around our city and that is how we spend our time.” “So, he drops me to school sometimes. After that, he sometimes picks me up. He waits at home till I come back from the school. So, we have lunch together sometimes whenever he is free. Then, he drops me to the football if I go. And, if we go for a walk in the park, he is always there with me. And yeah, we also go for swimming sometimes.”* Participant 4, “*Yes, I often play sports with him. Because I play sports mostly in the community park but whenever I do not go to play sports, he tells me that why have not you gone today. I say that many children are not there today. So, he tells me that I can play with you. He plays badminton with me and we also cycle together.”* Participant 4, “*Like in our school we have parent teacher meetings where teachers give feedback on our performance, so whenever I ask him, he is ready to go. He has his office early in the morning but he takes out time, he says that I will go with you, I will take leave of office. So, he does that and he tells me that I will take a leave today just to go to your parent teacher meeting and he also does encourage me to participate in*

extracurricular activities like I play sports. So, he did encourage me in the beginning to play sports and do exercise regularly for your health and fitness.”

Participation 5, “He never really participates in any type of extracurricular activities or like school stuff. The last time he did, it was just a parent teacher meeting. And I was in seventh. Not seventh grade. I was in 5th grade. Yeah, I was in school. And then after that, let us say nothing. We used to cook together actually. I used to help in cutting vegetables and stuff because I was small. I could not cook properly. But I used to help him with some like, peeling potatoes and all. Now we do not.,” “He does but he never really likes, takes us out. He just planned stuff for us. And he never really goes himself because he claims that he is too old for all this. So, it is just me, my brother, and my mother. That is. He makes all the plans.”

Participant 6, “Since childhood, we have been doing many things together. He taught me how to ride a cycle. He taught me how to play badminton. Then every day in the morning, he used to wake me up to get ready for school. And, he shares with me very thoughtful quotes and notes that he reads from the book or from the internet. He shares them and then he also talks to me about mental health and what should be a proper mentality of a person. So, I feel like that's a very good thing... Well, he is quite busy with his job but still he tries to participate by taking me to my tuition or playing games with me or talking with me. And yeah, we occasionally play badminton together or we cycle together. So, co-curricular activities, he tries his best to participate in many functions of mine.”

Participation 8, “Activities, well, we are both very busy. So, what we both share, we like to go to restaurants together. We sit together. We talk about random things. When we walk on the terrace garden, we feel very good. We talk about random things. Music. We share the same taste in music. Like the classical music. So, we really like that. Like western classical music, it is good. So, we both share the love for that kind of music. Which is very loud. And my mom

does not like that. So, I only share that with him. We also like to eat like mutton and chicken. So, mom does not eat that much spicy food. But I love to eat spicy food with him.”

Participant 10, “Not on a regular basis, but sometimes we watch movies and series, like more of a thriller series because he also likes that and I do. So, we watch that together or sometimes if we are at a party, so we do enjoy our company. It is not that he is always hanging out with his friends and all. So, it is, like we always enjoy each other's company...I have a good interest in sports. So, uh, whenever I used to have my sports practice in the morning, he used to drop me off to the, uh, field and he used to pick me up back. So, and he used to give me time to go and drop me and pick me up. And, uh, today when I became sports coordinator, so he showed his presence and, uh, I hope he felt proud about it.”

Sub-theme 3: Academic Involvement

Academic involvement by fathers means their active participation in their children's education. This includes assisting with homework, attending school functions, and creating a supportive learning environment at home. This engagement positively impacts children's academic success and attitudes toward learning.

Participant 3, “So, I was having some problem in maths and all in class 10th. So, he saw me struggling with maths. So, he came with some books. He bought some new books and taught me himself. This is how you do it and all. And I got very supported there.” “Like in maths only he told me to practice it daily which I was not doing it earlier. He told me to practice it daily. So, then I got more like better at maths then and then my interest also like began in maths. So, this was an example that like this was an advice that he told me in studies and, he in like real life like life experiences he tells me to handle the situations very carefully and take the decisions like after thinking a lot not in a hurry. So, I try to implement them.”

Participant 4, "Suppose I had exams for class 8 final exam Sorry, I was having Exams for class 8 final exam. So, I was stressing about my math exam because I Feel that I should do my best. He told me that not to stress much And I feel that we give me Advices about my studies as well and he tells me he told me to not stress about the exam he told me to just chill out and Just study regularly like in between take breaks so that it doesn't get too repetitive "

Participant 5, "He is supportive. My father is supportive about my studies. He is supportive about that."

Sub-theme 4: Protection & Nurturance

In the role of a father, protection involves safeguarding his children from physical and emotional dangers, ensuring their safety and security. Nurturance means providing emotional support, guidance, and encouragement, creating a loving atmosphere that aids in the child's development. Combined, these aspects contribute to a child's confidence and growth.

Participant 2, "The first thing that he will do he will ask you what happened. I will tell him that for example if there are exams. So, he will just say chill out and if he knows I have studied enough. I have worked hard for the exam and still I am stressing. He will just say chill out you have studied a lot and then he will take me on a drive. We will get some food and yeah, that is the one thing that we did in Boards." Participant 3, "Yes. He was there to support me whenever

I needed and all. So, I feel like there was someone who told me how to handle these situations very nicely." "Whenever I need something, he does not decline my request and always gives it to me. But also tells me what is right and what is wrong. So, he always fulfils my wishes."

Participant 3, "Like I said, he just gives me examples. He gives his own experiences of his life. So, I get to I can relate to it and then I can do take the decision accordingly like if I am having a fight with my friend or having the stress for my exams. So, he tells me like how he handled the situations and I also try to do the same." Participant 4, "I was having problems with my

friends in school. They were bullying me. Not bullying, but still they were troubling me in a situation. So, I told my father about it. And he gave me some suggestions and solutions on how to solve this problem. I was having problems focusing on studies. So, I asked my father that what should I do and what should I do with my friends because they kind of distract me from studies. So, he said to maintain some distance from your friends and just interact with them, but not too much. Just maintain a distance. Okay, so when your father helped you, when your friends were disturbing you and distracting you from your studies.” Participant 4, “Yes, of course. Like suppose I had my birthday, I turned 14 this year so I asked him for a bicycle on my birthday, he just gave it to me early. He did not want me to wait for my birthday, he just told me that you can have it right now, you do not need to wait for your birthday. Sometimes I score good marks on my test, so he just hugs me and tells me that I have done well...My father often tells me that you must think positive and negative situations as well So he just is very positive and tells me and that his solutions Always have a positive approach It tells me that I'll always be positive about things like suppose you are going through a problem So think about the advantages of that problem and why that problem is happening the positive things about that problem”

Participant 5, Oh, let me think about, okay, I remember at one time in sixth grade, I was kind of getting bullied by some of my classmates. And I told my dad about all of this happening and how it made me feel. He helped me. He was supportive about it. It told me what I should do. He said if that bothers you, like too much I could come to school he will come down to the school and talk to the authorities. He was supportive about all this. But then, you know, I do not know why I stopped going to him.”

Participant 8, “The bond I share with my father is really like very genuine. It is not forced on both the ways. Like for example, whenever I have trouble in something, school maybe. So, I was having trouble with my friends and everything. So, I told him. Before my mom, I am more

comfortable with him. So, I told him everything about the thing that happened, the fight that happened. So, he was like, okay, okay, do this. It is good. It is fine. It is just these years. You will not fight after that. It is fine. It is just normal. So, he guides me a lot. And sits down with me, talks to me about all my problems. I can share anything with him.”

Sub-theme 5: Cultural & Religious Connectedness

A father's role in cultural and religious connectedness includes passing down traditions, values, and beliefs, helping his children develop a strong sense of identity and belonging. By engaging in and teaching cultural and religious practices, a father helps his children appreciate their heritage and deepen their connection to their community and faith.

Participant 2: “He is a bit religious. So, he also suggested me to do some rituals. We have a mandir in my room only. So, he said that do not eat non-veg in that room. And I have been following that now. I do not eat egg or non-veg in my room. I have been following some steps too. I have been a bit religious since after he talked to me about it. I have seen him do religious activities. So that has influenced me to do it too.” “He is a bit religious. So, he also suggested me to do some rituals. We have a mandir in my room only. So, he said that do not eat non-veg in that room. And I have been following that now. I do not eat egg or non-veg in my room. I have been following some steps too. I have been a bit religious since after he talked to me about it. I have seen him do religious activities. So that has influenced me to do it too.

Participant 4, “Whenever we have festival like a religious Festival or a family gathering on a festival my father often tells me that I must do This or that or follow some instructions that he gives me in religious practices so he just Often on a religious gathering He gives me instructions on what to do and what I must follow and how to greet my elders and things so he Often gives me advices like that... He often does not promote cultural beliefs suppose He just keeps cultural beliefs in his home only he does not promote it in public He just he keeps it

Within us only now whom he just tells us about the cultural stories and about the gods and other things, but he does not promote it in public, Yeah, he did Tell me about his cultural beliefs and that he told me many stories as well about the culture the culture that I follow so he So he did not tell me to just completely believe those things He said that it was up to me if I believe it or not He told me that because just because he believed that it he will not force it on me to believe those things”

Participant 5, “here is, there is one thing, if there is like, one thing I would trust my father, it is his religious and like, cultural beliefs, because that is like a fun thing they both are on the same side of because he believes in equality and all that, and he corrects me when I'm wrong about something. And I really appreciate that. I think that is the only way me and my father connects these days. Like I suppose, like watching the news, and you both have the same opinions about everything. So, we kind of connect on those things., It makes me happy. Because at times when we sometimes get the same opinion, I feel good because I trust him so much with his beliefs that I feel proud of me sometimes. Oh, my God, I have the same belief as him, like, mature or something, if you get what I mean.

Participant 6, “Well, he educates me about my cultural and spiritual things and he keeps on educating me about them by asking me questions and telling me more about them. Well he promotes cultural beliefs and he tries to tell me the logic and the story and the motive behind it so that I can develop a sense of belief in it. Just give me a moment...Okay well he does not tell me to actually he does not promote much of a cultural belief but then he suggests me to get up early in the morning and then to meditate the very first thing he does is that I should go outside and meditate and I should pray to the lord and I should be thankful and then while before sleeping he also suggests and promotes that I should be thankful to the god for everything for the entire day and I should say my praying because that will develop a sense of positivity in me so that's what he does.”

Sub-theme 6: Decision-making

A father's role in decision-making includes helping his children make informed and thoughtful choices. By demonstrating problem-solving skills and promoting critical thinking, he aids them in understanding the consequences of their actions and encourages their independence and responsibility. *Participant 2, "That depends on the decisions. We are planning some trips. For that decision, I am a part. There is some renovation of the house. Or we are buying something that involves the whole family. That I am considered. Buying a car or renovating. Even painting the house. Painting my room or the house. I was considered. What paint should we do? So, the things that I am... Of course, when he is buying something for the family. Just funds or that."* *"That I am not involved. But the other things I am involved. All the trips. All the major decisions, relayed to property or funds I am not involved.,"* *"So, yeah. Like, when I was 12 or 13, there was, I do not know still, but there was something related to the family-related problem. So, I asked him what was the problem and all, but he did not tell me then. So, but yeah, just a few years back, like one or two years back, he told me that, yes, you are now matured enough to get into the family decisions and take a decision for the family yourself. And, like right now, about all the properties and all. So, yeah, he tells me what is happening and all, because he thinks that I am now matured enough to take the decisions and know that whatever is going in the family."* *Participant 4, "Yes, he does ask me often like he often follows my choice only. He very rarely just rejects my choice and does his own. He often does what I say and where I want to go. So, we went to Dubai last year. So, he did ask me whether I want to go to Dubai or not or whether I want to go somewhere else on a family trip. So, he does include me in these decisions and he often listens to me."*

Participant 5, "I truly do not. And I do not want to get involved in the family decision meetings."

Participant 10, "He does not really take my opinion. I personally do not give my opinion because I am the youngest in my family, if you know. And I am the youngest in my family. So, I am the youngest in my family and it took me a little while to be a part of a family discussion. Because earlier, mom, dad and everyone used to have that conversation, but I was not aware because I was young. So, now I am a part of it and if there is something that I must take over, I must give any advice. So, I do give and the decision making is done by him only. So, he does consider my point."

Theme 2: Difference Between son's and daughter's perceptions of father.

Sons and daughters typically have different perceptions of their fathers due to differing social and emotional expectations. Sons often see their fathers as role models for masculinity and practical skills, whereas daughters may view their fathers as protectors and sources of emotional support. These views are influenced by personal experiences and societal norms.

A study conducted by Day, R. D., & Padilla-Walker, L. M. (2009) reveals notable gender disparities in the methods that fathers use to discipline their kids. Fathers typically use more verbal discipline with girls and more physical discipline with sons.

Another study conducted by Koerner et al., examines the ways in which father-son and father-daughter relationships differ in their communication patterns. It demonstrates that, in comparison to sons, fathers frequently communicate differently and are less forthcoming with girls.

Sub-theme 1: Communication

Communication can be defined as the exchange of meanings between individuals through a common system of symbols. A father's communication is a two-way street. He listens patiently to his child's thoughts and worries. He offers guidance and encouragement, celebrating successes and helping navigate challenges. This builds a strong bond and fosters the child's growth. It can be of two types – open and restrained, open communication is when child can openly express their thoughts and feelings to their father without the feeling of being judged whereas restrained communication is when father is not able provide understanding environment to the child where they can express, share, or feel without the feeling of being judged. *Participant 2, "I do not have that much anger and sadness. I do not get angry that much. So, I would not say anything because I do not get sad or get angry. For sad, yeah. For sad, the Clusters match we had when we went and we lost. So, I was a bit sad because we lost the first game and everyone was angry. So, I said to him, and the next day we had a Children's Day celebration. So, I told him that I will not go because there is nothing to celebrate. Then he said, it is not like that. It is your first game and it was your first year. You have two more years. You have practiced enough. I was just thinking that my football is over. We just lost very badly and we will not make a team next year. He said that it is not like that. It is your first year. You all are juniors. You will build up a good team. So, he talked to me and that changed a lot."* *Participant 3, "So, it just happened with me in the school only. With the elections, I was having the school elections. So, I told my father about what was happening. There was some kid who was using money and all to get votes and all. So, I just told my father about it and he was telling me about his experiences when he was in school. And the same thing happened with him in the cabinet and all. So, he told me how to handle these situations and that helped me a lot. And he was saying that you must be fair with what you do. Let him do what he is doing but be fair with yourself and then the result will be fair only."* *Participant 4, "We were having, I was in class 8th back then. So, my friends were, because in our school we have shuffling, they shuffle our*

classes. So, I still have a few of my friends in class 9th. But back in class 8th, they were kind of distracting me like they were very fidgety in class while I was trying to focus. And whenever I tried to make distance from them, they would just not make distance with me, they would not give me space. So, my father told me that just ignore them for some time and they will maintain distance automatically. They will automatically maintain distance. He said to maintain your relationship but still kind of ignore, like a little bit of ignorance should be there.” Participant 4, “My father does not usually scold me because he tells me that scolding or hitting does not work because he says that If I scold you many times, you will not understand you have to face, once you start facing a problem you will understand yourself that I should not have done the thing. He tells me that just listen to me and you will not face the problem but he does not usually scold me. If he does scold me then we may fight for some time because he speaks about his own opinion. I speak about mine because we sometimes fight. He tells me his opinion that you should not do such a thing because it will affect your life and I tell him that I find interest in that thing. Suppose I play online games. So, he tells me that it is harmful for my eyes. I spend time on my mobile so it tells me that you should not spend time on your mobile that much he says that you will face problems with your eyes and that you will have some diseases of eyes because you spend too much time on the screen and I tell him that I enjoy playing games and watching mobile so we often fight but we just come right back to we were in like 15 minutes. We cannot stay angry for much long for.”

Participant 4, “I had a fight with my friend. He was teasing me. He was making fun of me. So, I told my father that he is Like teasing me and he is angry with me because I did not do the thing that he told me to do I did not follow my friend's advice. So he was angry with me so my father told me that let him stay angry and that you just Like your friend will not be able to stay angry much longer from you because It is what it was a very small situation and that you will

get over it quickly and if he teases me sometimes then I just He just tells me that just let him tease that Let him tease and if you ignore him, then he will stop teasing for once “

Participant 5, “He shouts. I think agr 11th wala scenario hua, he will shout. I kind of adopted his anger issues. So, I will also shout, we would have an insane heated argument, but then later, I will start crying and stuff. And he will eventually give in to my decision because I think he does care about me. And he trusts my decisions and all. So again, this scenario that I think would happen, but I am not sure.”

Participant 6, “I do not think he tries to involve me in any family decision-making but yeah, he does take opinions.”

Participant 8, “Yes. So, the most recent one was because I was having trouble choosing a subject for 11th. So, I had to get a mindset right now, which subject I wanted to go for. So, he directed me towards UPSC. It is an interview, but I had to work for the prelims. He was explaining this well. So, he knew that I could use the interview in that. So, that is why. And he also told me, you must write this one poem and everything for school. Since he knew that I am good at writing and speaking. So, and he encouraged me. I wrote that and one of them was recorded for a school, like a very good project and competition. And the other one was in school magazine. So, I really thank him for that.”

Participant 10, “It depends again. Sometimes I must shut up. Usually, I do not really argue about it. It is your thing. I just go with it. But sometimes when it is needed, it must change. It cannot go like this. So, we do it. My father understands and he manages to do something that is comfortable for both of us. And the situation.”

Sub-theme 2: Conflict resolution

Conflict resolution is the process of finding a peaceful solution to a disagreement between two or more parties. It involves both the child and father handling disagreements with respect,

compromise prioritizing understanding, and cooperation to resolve conflicts peacefully. Conflict resolution can be done in three way – accommodating/collaborating where father might give into his in to his children's demands to avoid conflict or try to find a common ground, compromising where father might have his children take turns choosing activities, and avoiding where father or the child might ignore the disagreement or delay dealing with it.

Participant 1, "I do not know, sometimes, he always wants to take charge, it is like that.

Participant 2, "He does not shout that much or give me that much lectures. The things he will do, he will talk to my mother. He does not shout on me or talk to me on this argument much.

He will talk to my mother and then my mother will talk to me. She will explain it to me because he knows that I will listen to her more than I listen to him. So, my mother plays a midpoint role in these situations."

"Let me think of a situation. For example, when buying a car. So, I had an opinion that this car is better and these are the features that will help us all. But he thought it is just a waste of money. So, he was against my opinion. So, I was quiet for that moment. But

then when we got home, I talked to my mother that these are the advantages. Because he will not listen to the advantages or all the things that I will say. He will not listen that carefully as

my mother will be listening. He will not get me that much as my mother will. So, I talked to my

mother that these are the things that are better here. And I should talk to my father for all these things. She will talk to him and then he will come to me and he will talk to me then. I will not

go directly to him but I will go to my mother and then the convo will start."

Participant 3, "Like whenever we have an argument, like a lot serious argument. So, after sometime he only comes to me and like say sorry to me that whatever had happened. And then he supports

whatever I say, he supports it. And I also like say sorry to him and all. So, yeah, he comes to me. Sometimes I only go to him and say sorry because I think it was my fault sometimes. And

whenever he thinks it is his fault, he also comes to me. So, yeah, it is not like very violent."

"So, there was an argument like between me and him during boards only like it was I think two

to three weeks before I was like I was going to have boards. So, there was I had to go out with my friends only. So, but he said like its boards are coming. So, like just study and then I just said I need to go and I can study after that come back. So, I had like a serious argument about it. That was really like silly at that point. But yeah, then after sometime I only realized that he was only saying the best what was best for me. And then I approached him and said it is okay. I can go I can go after my boards, but then he said that you can go for like one to two hours and then come back to and studies. So, yes, he like he gave me the permission and then I went with my friends.” Participant 4, “Yes, it did help. I started ignoring them. At first, they would not mind it and they would still not give me space and not let me focus. But again, after a week or so, they started to understand and I told them that just give me some time to focus on studies and I will also interact with you as well. I needed to give time to both, my friends, and studies.” Participant 4, “If we have a difference in opinion for example, If we have a different opinion about something we try to settle, one time he told me that he wanted to eat South Indian at a restaurant and I was I don't know why but I disagreed with him because I don't often disagree because he Rarely makes his own choices about the restaurant, so I don't know why I disagreed but He said that let's go to like a restaurant which has both so, we could eat both at the same time like I wanted to eat Chinese and he wanted to eat South Indian so he told me that let's go to a restaurant which serves both so we come up with a solution in between my opinion and his opinion. “

Participant 5, “Okay, I could give you an example and today's only my father and I fought it was a recording, I basically broke my phone. Before I went, I was going out to play holi, and he was concerned about my safety, because all I had was thoda saa cash. And he wanted to see my location and all made sure I was safe. So ushi baat ko lekr we kind of had an argument he was shouting at me was that how could you be so irresponsible, and stuff. We had a fight. And I started crying immediately when he raised his voice. But then about like, 30 minutes later, he

came to my bedroom. And he was explaining like, I only shouted because I cared about you and concerned about your safety and all that. So that is what I meant by at the end of the day, he just cared about me. But I feel like the way he expresses his care is kind of you know”

Participant 6, “I feel I mean obviously we have a generational gap so there is going to be conflicts between us and however we try to keep those conflicts away when we are together even though we had a fight after few minutes later maybe it is from both our ends that we try to not bring that up again. We are keeping that topic away. We just accept that we are two different individuals with different opinions...Well, I remember that once I had to go to a fete and then it was an all-boys college fete so he was a bit strict about it but then whenever sometimes some moments come like this he always says that you go there and you stay there till you're comfortable and when you're uncomfortable just come back home so he gets a bit strict when it comes to well I don't have a curfew time but then yes he says that if you're comfortable stay there if you're not then come home.”

Participant 10, “I do not shout. Neither does he. But we sometimes have a conversation about it. That there should be something that should be done for it. But sometimes it is like maybe I am not mature enough to understand what can happen in that situation. So, sometimes I must keep my opinion back with myself. I cannot say things in it. So, sometimes it is like that only.

Sub-theme 3: Emotional support & expression

Emotional support and expression are two important aspects for a healthy relationship. Support involves creating a safe space for feelings, while expression allows for open and healthy communication of emotions. Fathers providing a safe environment for their children to express their feelings and who are also comfortable in expressing their own emotions helps them understand and navigate their own bigger emotions like anger and sadness. When fathers or children are not comfortable expressing their emotions, it sometimes leads to emotional

suppression which is consciously pushing down or hiding your emotions because it is easier that way. It can cause barrier to forming connection with their child and vice versa. *Participant 1*, “It is complicated. It is a bit complicated. Because at first, he scolds me and then he tells my mother that I scolded him too much. And then he is like, yeah, he says sorry, but yeah. He is a bit short-tempered...No, the relationship is not complicated. His way of showing affection is complicated.” “Recently, my boards were going on and he was teaching me biology. And there was this concept that I was not able to understand. It was really, really complicated. My dad was explaining that again and again, but I just could not get it. So then yeah, he got angry and then he scolded me, a lot. And that really, I did not like that. So, I just got angry and all. Then later, he was like, yeah, I am sorry.” “When I like, like I told you in boards, my grades improved. Yeah, he showed me some physical affection, like he hugged me. It was like that.” “He does ask me, what happened, but I am just not comfortable expressing those feelings...I feel like he will not understand.” “First thing, he always listens to me. When I say drop me somewhere or I want to go somewhere. So, he allows me to go there or he even picks me up from there. And ordering food when something is not good at home. So, he says that you want to order food. He listens to my...He helps me... Wait. I will say my sentence. Wait. The things I love like playing sports or going out with my friends. He allows me to do that. There are no restrictions between me and my father. There are some restrictions that do not go after this time. Or when there is school tomorrow, so do not come after this time. Or do not do these things. Other than that, I am free to do everything that I want and it is nice.” “Emotionally, my father does not show that much love and affection. But he will just come on other activities. He will show me love in those ways. It will not be like he will talk to me. But I told you, he will do extra-curricular activities. For me, it is him showing love. Him coming to my school in investiture was showing love. For me, all those things. Other extra-curricular activities are him showing love to me.” *Participation 3*, “So, whenever I came back home after my boards,

he just hugged me and said that I am proud of you. And after each exam, to comfort me, I was very stressed in that time about the boards. So, after each exam, he came to pick me up and hugged me every time. And that made me feel very good.” Participant 4, “My father is very loving as well. He displays love towards me. Of course, like I mentioned, we spend time together. Sometimes when I do certain things, he praises me. He teaches me life lessons to be honest. He shows love when I do something good or do something that suits his personality. He wants me to do certain things in life. And if I work towards it, then he will be happy and proud.”, Suppose I score good marks on a test, he says he is proud of me, He tells me that sometimes if I get discouraged, I do not get such good marks on tests sometimes. So, he tells me to do better next time. He tells me that it is not marks that matter, it is knowledge that matters. So, he encourages me to do better and if I sometimes do not live up to the expectation, he just encourages me and motivates me to do better. “ Participant 4, “My father helps me just like While having I was I was very sad because I didn't get such good marks in a few subjects my final exams I Was very sad because it affected my overall performance in the whole year So I was very sad that I just because of one subject my whole Academic year just my whole report got worse So he told me that this is common and Like even in higher exams There is things like that and that in many exams you will face things like suppose you don't get marks in one subject so Your thing Percentage will go down. So, he told me that is this is very common and just to perfect the subject that I struggle in” “Yes, I do have few cases like suppose one time I had Like I been very angry with my teacher because my teacher usually does not give a lot of work, but one day she gave me too much work one day and that she told me to do like Five to six hours of work in just one day. I told him that I am very frustrated with my teacher. She does not care about my well-being and I was very angry with my teacher. So, he told me that the teacher should have thought of something for me if he's giving me so much work, he wants me to

practice something and get better and My teacher wants me to study more and That he is just wants me to study more by giving me more work “

Participant 5, “He does buy stuff for me like at times, but I do not think he realizes that. That is not what I really want. I do not want anything I do not want his money. You know, I just need emotional support from him at times. He just cannot offer that so but that is it he just buys stuff for me...As of now I do not. Pehle there was a lot of physical love like hugging me at random times and stuff, I have never tried to go to about any type of emotional problem. So, I am not sure how we would react to that. Because I have never, not even once tried to talk to him about it. Maybe I have totally forgotten. But, you know, I do not really think he would have a nice approach to that.”

Participant 6, “So, he shows his care, love, and affection by talking with me about various things about my life, about how my studies are going and then he also takes me on a ride outside or he shares his childhood experience. So, he cooks for me. So, that is how I feel like he shows his love and affection...I remember one time when I was feeling very low during the COVID because obviously I did not have many friends and we were not able to connect with each other and everything. So, I remember him playing games with me and trying to change my mood, and he somehow managed to go outside and get me ice cream and chocolate. So, I think that way and sometimes when I am hungry, he cooks for me. So, I think that way he shows his care, love, and affection.”

Participation 10, “particular about where I am going and he always keeps information about everything. Like if I am going somewhere, so he should know he, it should be in his, um, notice that I am going somewhere and, uh, about like his presence. Most of the time that whenever he is invited, like for school meetings or any other functions, it happens. So, he is always there and he is very affectionate, I am the only daughter in my house. So, I am always, uh, you know,

pampered about it, not very much pampered, but yes, like I am the youngest also. So yes, he always, uh, he shows his admiration from words and all.,” “I do not really share if I have any problems. I like to keep it a little private. So, I do not go to him with every single problem or if I am having second thoughts about anything. So, I like to keep it to myself. But if I approach my father, then he also knows that I like to keep it on my own and I like to deal it by myself. But if I am going to him, then he also feels that it is big enough and it should be handled under his guidance. So, he does comfort me and he is helpful with that. For instance, if it is study related, then he will comfort me by saying that it does not really matter that much. Even now, during boards, everyone was stressed. Mom and dad were always talking about boards and everything. They always said that it is not that important. It acts as a birth certificate and all. They were quite supportive to it and they have always been.”

Theme 3: Impact of Father Involvement in Sons and Daughters.

A father's involvement brings positive benefits for both sons and daughters. It fosters emotional well-being, self-confidence, and social skills. They provide guidance, encourage exploration, and act as role models shaping their children's development.

A study conducted by Mallers et al., (2010) research looks at how father participation differs in its effects on sons' and daughters' psychological health as adults. It discovers that fathers interact with their sons and daughters in diverse ways, which can have a variety of effects on the children's emotional and mental well-being.

Sub-theme 1: Relationship dynamic

A relationship dynamic is the ongoing pattern of interaction between two people. It encompasses the way they communicate, behave towards each other, and resolve conflict. These dynamics are shaped by various factors like personalities, communication styles, and past experiences. They can be positive, negative, or a mix of both, and can evolve over time. A

father-child relationship dynamic is a unique blend of guidance, support, and connection. It involves clear communication, setting boundaries, offering emotional support, and fostering a safe space for growth. These dynamic shapes a child's sense of self, confidence, and ability to navigate the world. They can be positive, negative, or a mix of both, and can evolve over time.

Participant 1 said, "It is normal, I guess. We share a good relationship, I guess. It is a normal relationship but sometimes he is strict and sometimes he is not. At times, he scolds me about my studies and about my grades. And then he goes normal. First, he scolds me and then he talks to me normally and explains that this should not be done at all. You should do this instead of that. It is like that." "Sometimes I am just not comfortable with that, it's too much of a burden for me." Participant 2, "Well, the relationship that I have with my father is... How would I describe it? It is a good healthy relationship. And we do not... Yeah, it is a very good healthy relationship. There are no issues or anything like that." "Well, he listens to my problems. He helps me with my issues. And he does not blame me for anything like I have done anything wrong. He is not like that one. He just blames it to me that you have done that. He will ask me what all happened. Was it your fault? Or something else. And he will ask me everything about it. He does not get to the point that you have done it and you will get a punishment for it. So, he understands me. For example, while in SHIP only, I was not getting the concept of something. So, he asked me that what is the issue and all. So, we talked about it and then we solved it. So, yeah." "Well, I am a single child. So, I do get bored sometimes. But when I am with him, I feel that I am not alone. There is someone for me who shares the same interest that I have. I have a father who loves to do the things that I do. While doing those things, we can spend more time. That is a major thing because right now I do not get that much time with him... ..as I compared to last year due to my studies. So, when I am with him, I intend to spend more time with him. Yeah. So, when I am with him, I want to spend maximum of my time. It should not be like we are both sitting together but we are not talking. Or just sitting and doing

our own business. But we should do something that.” Participant 3, “Yes. So, my relationship with my father is like... It is like we are very close to each other. He is like very fun and... Like he is very frank also with me and tells me about his experiences in life and all. So, yes, I get to learn a lot from him.” Participant 4, “ I love my father very much. Because he is, of course, he helps me a lot in everything. He gives me what I ask. And he fulfills all my needs. I love him very much and he loves me as well. So, So, I, my father is very kind as well. Because he just, If I ask him to do something, he will do it. He does sometimes scold me because I do, if I do something wrong. “

Participant 5, “oh yeah, close. I mean, at least from my side. I do not know about him. I guess. Okay, okay. Yeah, I think when I was still four to five years, okay, we are close. I felt pretty kind of distanced. Okay. But yeah, so I do not feel that close right now. I am closer with my mom. That is, it. Yeah.”

Participant 6, “I share a pretty comfortable, loving, kind and a pretty good relationship with my father. I feel like he understands me at every level and he and I, we both try to understand each other even though we have a generational gap. So, I find him pretty good.”

Participant 8, “I think it is a very genuine relationship. I am not scared of him at all. He is very happy and supports me in many things. I spend a lot of time with him. Considering that I am a 10th student, he supports me in everything. He told me, whatever you want to do, that is the best for you. So, I really like that about him that he supports me in everything. He sits down with me, has conversations, which I am not uncomfortable with. He explains everything in a really good way and helps me study bio.”

Participant 10, “I have a very good bond with my father. I have a very close bond with my father. And I do not have a very formal relation with him. I can easily crack a joke around him.

And it is not that I must be, that he must be always strict or, you know, in that father phase that like I must be strict around every time. So, it is always chill around him.”

Participant 13, “I would say it is like it is a roller coaster, I have a bond with him. But somewhere you know, you fear him because of your childhood and your past. So, like it is a messy relationship...He's the closest to me. But although there are some traits of his that affect his relationships a lot, like even with my mother and my sister, like, my sister does not talk to him, she does not talk to them, they do not talk. So, I keep that in mind, I do not want to be another sister in front of him, because like that would affect him. his fear and like he is very controlling. He is like, very controlling, and you must ask him about anything. If I must go out, I would have to ask him or if he says no, I cannot do so. And this happens a lot multiple times when I see that I am missing out on my life because of it.”

Sub-theme 2: Gratitude and satisfaction

Satisfaction is a state of contentment, feeling that your needs and desires are met. It is like a sense of peace and fulfilment with your current situation. Imagine a well-filled cup; satisfaction is that feeling of having enough. Gratitude is an emotion of thankfulness for the positive things in life, big or small. It involves recognizing and valuing good things, people, or experiences that enrich your life. Children feel grateful for a father's love, support, and guidance. This gratitude translates into satisfaction knowing their dad is there for them, believing in them, and celebrating their achievements. It fosters a sense of security and happiness.

Participant 1, “It was about my half yearly grades in 10th. He scolded me that you should be serious. And then I tried to improve in pre-boards and that I did. Then he was satisfied... Yeah, I was happy.” Participant 2, “ Well, I felt a bit supportive that my parents want to take care of me and they support me with my own decisions. And first, I thought that my parents are also like the other parents who will just say take science, do IIT. But no, they gave me options for

commerce too. And that made from after that moment, I even trusted them more. I have shared a lot of things with them because I know they will come up with the right option.” “Well, it is quite nice when I am with him. I feel very overwhelmed when I am spending time with him. I feel that that hour of the day is the best hour of the day. It is the best moment that I can have together with him. Like doing something that I love. Him playing football with me is the best moment or watching football. Him getting involved in something that I love is the best thing.”

“Well, I was proud too because he was the sports captain of the school too. So, it was my dream to follow his legacy. And even if it was his dream, I should become the vice sports captain or the sports captain. So, it was a very proud moment. And yeah, it was very proud for me too.”

Participant 4, “Yes, I feel satisfied because they quite often work like in every situation not just related to studies, but also related to extracurricular activities and Relationships he gives me advices about many topics so if they work, they are mostly work all of the time his advices are good because he Just advises me and these Work mostly of the time most of the time”

Participant 6, “That makes me feel loved and I really, really enjoy the fact that he is putting efforts to make me happy, to make me smile and I really, really cherish those moments.”

Sub-theme 3: Safe Environment

Safe environment is defined by a place where someone feels physically and emotionally secure. It is free from harm, abuse, neglect, and threat. People in a safe environment feel comfortable being themselves and expressing their thoughts and feelings freely. When a father provided a safe environment, a child feels secure, loved, and supported. It is a place where they can be yourself and express your feelings openly, free from fear or judgment.

Participant 4, “I felt like he was, he is there for me. He will give me solutions and give me advice. Because older people have experience in these things. They have also gone through the same things that we are going through. So, he gave me good advice and his solutions did work.”

Participant 4, Yes, I do feel satisfied because he recently told me that I should start another extracurricular activity because sometimes I do not finish those activities. Suppose I played football for two months and I left it and wanted to do something else. I keep changing my interests. So, he tells me that changing my interests is not a bad thing. He tells me that you should try out everything and select one thing that you want to do. So, I am satisfied that he lets me change often. He does not tell me to do things regularly like he does not force me to do things.”

Participant 8, “I honestly feel that I cannot lose this time. It is very precious, I think. Because sometimes the night we are sitting. It is late at night. Probably we sit together very late at night. Because we both are like he is busy with his office stuff. And I am studying. So, we both sit like around 12 to 1. But when we sit, we listen to music and everything. We laugh about things. It is just very comfortable around him. I can tell him whatever I want to. And he talks to me.”

Participant 5, “when I was small, I used to consider my dad like a hero or something. But as I grew older, and as I saw the fights that happened with him and mom, and I started to realize that he was not as much of a hero as at all I thought and he was kind of aggressive towards my mother and kind of towards me. It is just caused me to kind of distance myself from him...I feel like scarred me. Because now whenever, like, whenever someone is slightly shouts at me that I just break down and start crying because, you know, my dad does that at times, and I really do not feel comfortable with talking to him about anything, or about my life.,” “I went to put a lot of efforts into wanting to bond with one point I just because he was not like sharing the same interest as we. So, it kind of led me to thinking that he does not even want to spend time with me. So, you know, I accepted it. I moved on. I do not really talk to him. I do not help him.”

Sub-theme 4: Anticipated Future Relationship

Anticipated future relationship between father and his children includes mutual respect and trust, continued communication, and connection, and staying in touch with each other despite the distance between them. *Participant 2, "First, when I am done with my higher studies, I am doing a job. I will pay back all the things that he paid me in my childhood. All the things he bought; I will pay him back. I made a promise to both of my parents that I will not leave you alone like this. If I am settled enough, I will bring them together. I will not leave them here alone. I will be connected to them. Yeah, these are the two things."*

Participant 4, "Yes, When I was young, when I was young, I Thought of him as my father, but now that I am growing up, He tells me that I should view him as my best friend. That I should share my things with him as well. I should share my situations and my problems with him. He tells me that I should share them or and not keep them to myself because it is not right to keep them to yourself and it just stresses you more. So, he tells me to share He tells me to think of him as my best friend and tell him everything that I could not tell him if he acts like my father. "

Participant 5, "okay, um, as I told you, when I was small close to him, and then as I grew older, you know, we started to distance a bit. I feel like if I grow older and shayad, um, okay, we would completely grow apart. I am not sure about that, but it could be true. I think that is how, that is what will happen when I am older because that is one thing, I am not going to live here and I am going to move out. And I do not really think after that, I will keep in touch with my father as much. Maybe like, the only cause of just checking up on him and stuff. But that is it, nothing else. I would want us to grow closer, because I feel like we make a really great team sometimes. But I do not think that is what he would want. Because he has said himself multiple times, that once I am out, he is going to be happy. Not once I move out, but when he is alone, you will be happier and at peace. He has said this himself multiple times. So, I think that's kind of the main reason why I would probably move out."

Participant 6, “No I feel like when I'll grow up he will be even more supportive and he will be even more stricter because obviously as we grow up we are starting to get mischievous and everything but then I feel like I see an opinionated side of him and I also see that him being proud of me um I also see him telling me many things and experiences of his life uh sharing his office life of how I should be careful when I'm going outside how I should treat people and how I should develop relationships that's how I see him. I think that um obviously after five years I will not be much in contact with him because right now I'm living in my house so I'm seeing him every day but after that I won't be seeing him every day but however I see him sending me messages positive messages and talking to me about my day maybe in a week or so maybe we will not have a really long talk but I feel like we will share a strong bond with each other and I think that he will still be supportive with me.”

Participant 10, “Considering our relation right now, I think he will understand that I have my own things to do. And then I will not be able to give that much time to both, my mother, and my father. So, I think they will understand. But at the same time, he will be a little disheartened that I am not there. I am not giving him enough time or taking out time for him. But I think he will understand.”

Theme 4: Father versus Mother (perceived by both sons and daughters).

Sons and daughters perceive their fathers and mothers differently. Sons often look up to their fathers as role models and authority figures, while daughters may see them as protectors and supporters. On the other hand, sons typically view their mothers as nurturing and emotionally supportive, while daughters might see them as confidants and role models.

A study conducted by Pleck et al., (2004) compares the approaches taken by mothers and fathers to child care. It reveals that mothers are more involved in regular caring and educational pursuits, whereas fathers are more likely to participate in physical play and leisure activities.

Sub-theme 1: Difference between Mother's Relationship from fathers

Mother-child relationships are usually defined by nurturing, emotional support, and caregiving, creating a strong emotional connection. Conversely, father-child relationships often focus on guidance, discipline, and role modelling, aiming to prepare children for social and professional challenges. These dynamics are influenced by societal roles and family structures. *Participant 2*, “Well, in school life, he does not participate that much. That part goes to my mother. For other activities like extracurricular activities, we both take part. And even in some other activities like extracurricular activities that involve everything. So, yeah, we both take part in all those things.” “We do not have that much argument but we have some different opinions. So, then my mother comes to play a part and I talk to her and then she talks to him. So, my mother plays a good role in these kinds of things.” “My mother understands me more than anyone. She knows by just looking at me that I am sad, I am angry or I want something. For example, I will go up to my mother. I will just talk to her for 10 minutes. She knows that I want something from her. Then she will say, what do you want? But my father will not do that. He will talk to me and he will not get that I want something or I am here for a reason. My mother understands me more than anyone. I can say that. That is one point. Co-curricular activities differ of course. The physical activities are more with my father and the academic activities. All the school related things are more with my mother.”

Participant 4, “Actually, in my family if I get angry with my father, I feel I share my opinion with my mother and if I have an argument with my mother, then I it is the other way around So that is why I share my opinion with the other parent that I have so if I have an argument with my father. So, I shared with my mother that my father Scolded me and I did not like his words and he talked to me in a harsh way. Just tell my mother”

Participant 5, “Okay, I think like, my dad is great with all the cultural beliefs, like I do not do like religious beliefs and all that because my mom's kind of Orthodox. But my mom's good with the emotional stuff. Like if I am struggling with a friend problem only, not a relationship problem. If I am struggling with a friend problem, or maybe Academically struggling, then I would go to her and tell her, you know, if I am not too happy about it, then, you know, she is great at consoling and yeah, so I go to her instead with the emotional stuff. But that is that it is easier to talk to him about cultural beliefs, political stuff, and more”

Participant 6, “well when it comes to my mother she is pretty much like for example if you're in a situation where um where we just had a car accident so my mother would be panicked very panicked mode but my father would be calm and composed he would first off start looking for a way to get out of the car and then go to the hospital and everything but my mother would be panicking so he is calm and composed when it comes to decision making and also uh because he has a very because he does a lot of meditation which is the reason why he has a very positive attitude towards things so uh for example if there's someone who just died he would be you know strongly there and he would have be helping people and he would not be I mean depressed at that point so yeah he has a very strong mindset he has a very positive mindset he is open to all sorts of opinions and uh we just had a fight we just had a sort of argument right now, during a family dinner to think but he was he was ready he was listening to everyone and then he gave his own opinions and uh even if you're going out on a trip he is very calm and composed he tries to look after every single thing and then takes a decision so that's what it is about.”

Participant 10, “I do not share my problems that much with my father. Because I feel that what a mother can understand, a father cannot. Generally, what a mother can understand, a father cannot. So, sometimes if I must talk about, be it periods or be it... I do not share my relationship status or something with my father and my mother. So, we are not that close. But if I must talk

about something else than that, I think I share more things with my mother. But if we talk about taking advice or having a very mature and futuristic conversation, I have that with my father more, for my mother, I have always been closer to her. Because first, we tend to talk more. And then father is not always at home. So, I have more bonding with my mother. And with my father, we have a bond but I do not share things. That is the same thing I said before. Because I think it is just mother's instinct that they understand. Like a girl can understand a girl better than any other man, I think. So, we have been that close ever since. Before even my father. First, we did not include our father in any of our conversations. He was out of the place. He used to not know anything about me most of the times. So, I started to share all these things with my mother before I started to share all these things with my father. That is why I have a better bond with my mother.”

Qualitative analysis revealed that perception of father involvement varied between sons and daughters, for example, difference was seen when it comes problem solving children tend to approach their mother when they facing emotional problems whereas they approached their fathers when had to decide or strategic problem solving was required. There was also seen difference in how fathers and children communicated, children preferred communication more with their mothers as compared to their fathers. From the findings of qualitative analysis, we also found some of the similarities in how adolescents perceived father in dimensions like autonomy which was given equally given to sons and daughters where they were free to make their own choices and have a sense of responsibility. Father actively participated in their children life, shared activities, and hobbies, spend quality time together. Lastly, we inferred fathers were perceived as a positive role model in both, sons, and daughters, as he shared his personal experiences with them and guided them through tough times. Children also had hopes for continued relationship with their father even when they are moved out the house, they wish be in contact with him through video calls and audio calls. In a 2020 study conducted by

Natasha Ridge and Soohyun Jeon, contrasting findings emerged compared to the current study. The study revealed that fathers were perceived to be more supportive of their daughters' education than of their sons'. Similarly, a 2015 study by Nahm and Eun Young explored the relationships between co-parenting, father involvement in child-rearing, and toddler emotion regulation, with findings aligning with the present study. The results indicated that father involvement in child rearing had a significant impact on toddler emotion regulation. Furthermore, the study suggested that fathers' parenting behavior can sometimes exhibit extremes, particularly towards girls, as they tend to be more protective of them. Additionally, a 2020 study by Jinhee Lee indicated that fathers demonstrated higher levels of engagement with boys than with girls during the first year of the children's lives. Moreover, the study found that fathers' engagement with girls increased more over time compared to their engagement with boys. Furthermore, S study conducted by Day et al., (2009) study looks at how fathers discipline their children and finds significant gender differences. Fathers tend to use more physical forms of discipline with sons and more verbal forms of discipline with daughters.

CHAPTER 5:

CONCLUSION, IMPLICATIONS AND FUTURE RESEARCH

5.1 Conclusion

Study 1

This study was conducted to study the difference between son and daughter in perceived father involvement and the contribution of different domains of perceived father involvement on emotional regulation in the age group of 11-17 years. Based on this study, the results revealed that male adolescents scored higher in perceived father involvement as compared to female adolescents. We established a positive relationship with protection and provision with emotion regulation.

Study 2

The present study shed important light on the different factors of father's involvement that could play crucial role in adolescents' life while exploring their relationship with children belonging to different demographics, for example, early versus middle adolescents and nuclear versus joint family time and it was inferred fathers spent more time with children belonging to middle adolescent and father was more engaged and involved with children who were part of nuclear families. Then to further investigate qualitative analysis was conducted on interview transcriptions of each participant.

5.2 Implication

Findings of the first study exhibited higher score in perceived father involvement and positive correlation was established between protection and provision, domain of father involvement, with emotion regulation. There exists a paucity of studies when it comes to father involvement in child rearing and how it effects different stages of adolescents. Research has yet to be done

on children's perception of how they perceive parental involvement and it plays an important role in their upbringing. As this study is done on students in India, the research can be used for future studies.

Findings of second study exhibited children belonging to middle age adolescents higher father involvement in time spent together and adolescents belonging to nuclear family type showed higher father involvement in guide outside the world and provide support. There exists a paucity of studies when it comes to father involvement in child rearing and how it effects different stages of adolescents. Research has yet to be done on children's perception of how they perceive parental involvement and it plays an important role in their upbringing. As this study is done on students in India, the research can be used for future studies.

5.3 Limitations

1. The data collection process was challenging due to the 98 items in the questionnaire, which became repetitive and fatiguing with time.
2. Since the sample population consisted of kids, it proved challenging to persuade certain parents to grant permission for their children's participation in the study.
3. Working with the adolescent group proved challenging due to their reluctance to earnestly complete the questionnaire.

5.4 Scope for Future Research

1. Future studies can be more associated with father-child relationship closeness.
2. Further studies can be done on the factors associated with the quality of father-adolescent relationships.
3. Father-adolescent closeness and relationship quality are under-researched, and more study is needed to evaluate how father-adolescent closeness is experienced

based on the age of parent and child, cultural and ethnic background, and history of own father relationship quality.

REFERENCES

- Carlson, M. J. (2006). Family Structure, Father Involvement, and Adolescent Behavioral Outcomes. *Journal of Marriage and Family*, 68(1), 137-154.
<https://doi.org/10.1111/j.1741.3737.2006.00239.x>
- Day, R. D., & Padilla-Walker, L. M. (2009). Gender and Parenting: The Role of Fathers in Disciplining Their Sons and Daughters. In R. D. Day & M. E. Lamb (Eds.), *Conceptualizing and Measuring Father Involvement* (pp. 117-134). Routledge.
- Diniz, E., Brandão, T., Monteiro, L., & Veríssimo, M. (2021). Father Involvement During Early Childhood: A Systematic Review of the Literature. *Journal of Family Theory & Review*, 13(1), 77-99.
- Finley, G. E., & Schwartz, S. J. (2007). FATHER INVOLVEMENT AND LONG-TERM YOUNG ADULT OUTCOMES: THE DIFFERENTIAL CONTRIBUTIONS OF DIVORCE AND GENDER. *Family Court Review*, 45(4), 573-587.
<https://doi.org/10.1111/j.1744.1617.2007.00172.x>
- Flouri, E., & Buchanan, A. (2003). The Role of Father Involvement and Mother Involvement in Adolescents' Psychological Well-being. *The British Journal of Social Work*, 33(3), 399-406.
- Flouri, E., & Buchanan, A. (2003). The Role of Father Involvement and Mother Involvement in Adolescents' Psychological Well-being. *The British Journal of Social Work*, 33(3), 399-406.
- Gold, S., Edin, K. J., & Nelson, T. J. (2020). Does Time with Dad in Childhood Pay Off in

- Adolescence? *Journal of marriage and the family*, 82(5), 1587–1605.
- Hallers-Haalboom, E. T., Mesman, J., Groeneveld, M. G., Endendijk, J. J., van Berkel, S. R., van der Pol, L. D., ... & Bakermans-Kranenburg, M. J. (2017). Mothers, fathers, sons, and daughters: Parental sensitivity in families with two children. *Journal of Family Psychology*, 31(3), 343–352.
- Hong, Y., & Han, S. (2020). The effects of Father-Child Rough-and-Tumble play, father's involvement, and father's leadership on children's emotion regulation. *Adong Haghoeji*, 41(2), 103–115.
- Lamb, M. E. (2004). *The Role of the Father in Child Development*. John Wiley & Sons.
- Lamb, M. E., Pleck, J. H., & Levine, J. A. (1987). Effects of increased paternal involvement on fathers and mothers. In P. Berman & F. A. Pedersen (Eds.), *Men's transitions to parenthood: Longitudinal studies of early family experience* (pp. 113-135).
- Lee, J. (2020). Child gender, ethnic difference, and the development of father engagement during early childhood. *Early Child Development and Care*, 192(6), 993–1006.
- Li, A., Sun, L., & Shi-Qing, F. (2023). Fathers' presence and adolescents' interpersonal relationship quality: Moderated mediation model. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1117273>
- Ridge, N., & Jeon, S. (2020). *Father Involvement and Education in the Middle East: Geography, Gender*.
- Mallers, M. H., Charles, S. T., Neupert, S. D., & Almeida, D. M. (2010). Father–Child Relations, Mother–Child Relations, and Offspring Psychological Well-Being in Adulthood. *Journal of Family Psychology*, 24(5), 517-530.

- Mitchell, K. S., Booth, A., & King, V. (2009). Adolescents With Nonresident Fathers: Are Daughters More Disadvantaged Than Sons? *Journal of Marriage and Family*, 71(3), 650-662.
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*.
- Pleck, J. H., & Masciadrelli, B. P. (2004). Parental Involvement in Child Care: Do Fathers Act Differently from Mothers? In M. E. Lamb (Ed.), *The Role of the Father in Child Development* (4th ed., pp. 222-271). John Wiley & Sons.
- Trahan, M. H., Morley, R. H., & Shafer, K. (2020). Father-Adolescent Relationship Closeness: A Path Analysis of Family Factor Associates with Father-Adolescent Engagement and Relationship Quality. *Child and Adolescent Social Work Journal*, 38(3), 265–282.
- Whiston, S. C., & Keller, B. K. (2004). The Influence of Fathers on Their Sons and Daughters' Expectations of Career Success. *Journal of Career Development*, 31(2), 103-115.
- Williams, S. (2016). Father Involvement, Child Gender, and Behavioral Outcomes. *Journal of Family Issues*, 37(10), 1423-1443.

APPENDIX A

Parents informed consent:

Dear Parents,

I, Anushka Srivastava, a student of M.A. Psychology from Thapar School of liberal arts and Sciences (TSLAS), Thapar Institute of Engineering and Technology, Patiala. I am inviting your child to participate in a research study to understand Parent-child relationships and their Impact on adolescents. I am conducting this research as a part of our minor project under the guidance of Dr Kriti Vyas (Assistant Professor, TSLAS, Patiala). The study, as well as your rights as a participant, are described below.

Description: The project is a survey-based study to understand Parent-child relationships and their Impact on adolescents. Children must read the given statements carefully and respond appropriately by ticking the option that suits them best. The second part of the study will be an interview in which children will be asked to answer questions posed by the investigator. Your child's interview will be audio-recorded for use in standard research procedures. Your child's identity will not be revealed to anyone but will only be used for research.

Eligibility Criteria:

- Age: 11-17 years old
- Must be living with their father
- English Speaking Level - Fluent reading and writing skills, Schooling from English medium (CBSE or ICSE) School
- Area of residence - born & brought up in Indian urban setting

Ethical guidelines: Children's answers will not be associated with their names. Your child's participation in this study is voluntary. You are free to withdraw at any point in time from the study. This survey requires you to fill in the necessary personal and demographic details, and then the questionnaire is given. However, no individual information will be disclosed. If you have any queries regarding the study, please get in touch with us.

Anushka Srivastava (MA Psychology student, TSLAS): asrivastava02_ma22@gmail.com

Dr Kriti Vyas (Assistant Professor Psychology, TSLAS): Kriti.Vyas@thapar.edu

Risks & Benefits: There are no risks to your child's safety. You may opt to preview the questionnaires your child is going to answer. The questions raise no sensitive or controversial issues and do not contain elements typically frightening to children. Because the questionnaire and interview engage children in thinking about their relationships with their parents and how it has impacted them, there are potential benefits to your child's ability to handle future connections better.

I agree to have you audio my child during this study. I understand this audio will only be used for research (e.g., analysis of responses, transcriptions of responses, etc.) and will not be available to anyone besides the researcher. As mentioned above, the study has two parts; the second includes an interview. Please note the preferred contact mode, date and time for the audio interview.

Name: _____

Relationship with the child (Mother/ Father): _____

Date & Time (for the interview): _____

Contact No.; _____ **Email Id:** _____

Informed Consent Statement:

I, _____, permit my child, _____, to participate in the research project. The study has been explained to me, and my questions were answered satisfactorily. I understand that my child's right to withdraw from participating or refuse to participate will be respected, and their responses and identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature:

Signature

Date

Investigator Signature:

Signature

Date

DEMOGRAPHIC DETAILS

Name Initials:

Grade: 7th/ 8th/9th/10th/11th/12th

Age: _____

Gender: MALE FEMALE OTHERS

Family: JOINT NUCLEAR

Father Age: 31-40, 41-50, 51-60

Father's occupation: Government/ Private Service/ Self-employed/ Business

Mother age: 31-40, 41-50, 51-60

Mother's occupation: Government/ Private Service/ Self-employed/ Business

QUESTIONNAIRE 1

Following are some statements that relate to you and your father. Each signifies your experience. Respond to each statement in a way that gives a time period. Make a tick mark for your best answer. Make sure you attend to all the items. Thank you.

- A. Always true
- B. Usually true
- C. Sometimes true
- D. Seldom true
- E. Never true

Serial no.	Items	Always True (A)	Usually True (B)	Sometimes True (C)	Seldom True (D)	Never True (E)
1.	Father caresses me (shows love and warmth)					
2.	He is concerned about providing me basic requirements like food, clothing, and shelter.					
3.	He accepts my deeds.					
4.	We are mentally close to each other.					
5.	He takes me to the market when he goes to buy articles.					
6.	He supports me during activities.					
7.	He is concerned about me.					

8.	He is usually present for my school meetings.					
Serial no.	Items	Always True (A)	Usually True (B)	Sometimes True (C)	Seldom True (D)	Never True (E)
9.	He punishes me for my wrong deed mistakes.					
.10.	We play together.					
11.	He is my role model.					
12.	On matters that deal with me, my father and mother make decisions together.					
13.	He helps me with my daily activities.					
14.	I have the freedom to present any matter at any time to my father.					
15.	He is friendly towards me.					
16.	He praises my abilities/skills.					
17.	He usually introduces me to his friends and colleagues.					
18.	He is attentive to my mental state.					
19.	He fulfils his responsibilities as a father.					
20.	He assisted me with my studies.					
21.	He clarified to me about right and wrong.					
22.	During leisure, we do activities together (gardening, cleaning, farming etc.)					

23.	He is my torch bearer.					
Serial no.	Items	Always True (A)	Usually True (B)	Sometimes True (C)	Seldom True (D)	Never True (E)
24.	My parents have a close relationship.					
25.	Father is very kind towards me.					
26.	I feel relaxed when I am with my father.					
27.	He believes me.					
28.	He is aware of my interests.					
29.	He influences in determining my attitude towards life and the world.					
30.	He gives me confidence in my new endeavours.					
31.	He is concerned about my education.					
32.	He advised me to learn about religious matters.					
33.	We visit our relatives or places during holidays.					
34.	He is a guide to me.					
35.	He is an excellent friend to mother.					
36.	He rejoices with me in my happiness.					
37.	He provides me with 'pocket money.'					
38.	He is aware of my ambition.					
39.	He knows my interests.					

Serial no.	Items	Always True (A)	Usually True (B)	Sometimes True (C)	Seldom True (D)	Never True (E)
40.	He is familiar to my friends.					
41.	We discuss about the news in Newspapers, television, etc.					
42.	He blames me for my disabilities.					
43.	We often have discussions and debates that stimulate my thoughts.					
44.	He gives me freedom with limits.					
45.	We spend time together.					
46.	He is my role model for me to “behave with the opposite sex.					
47.	Father and Mother have misunderstandings/ conflicts.					
48.	He watches programmes that I participate in and praise me.					
50.	He does his best to satisfy my needs.					
51.	He respects my individuality.					
52.	I have the freedom to talk on any matter to him.					
53.	I learned about the world through my father.					

Serial no.	Items	Always True (A)	Usually True (B)	Sometimes True (C)	Seldom True (D)	Never True (E)
54.	He supports me in my difficult time					
55.	He is concerned about my health.					
56.	He helps me with my homework and projects.					
57.	He has explained to me about the rationality of setting limits on me.					
58.	We have meals together when we are at home.					
59.	We visit the library together.					
60.	He expresses love towards mother.					
61.	He shows interest in my matters.					
62.	He satisfies my needs without me asking for it.					
63.	His dreams about me are realistic.					
64.	When we have conflicting ideas, we resolve them smoothly.					
65.	I learned the lessons of spending money and time from my father.					
66.	He supports me in my decisions.					
67.	We watch educational programmes together.					
68.	He gave me advice without extending support.					

Serial no.	Items	Always True (A)	Usually True (B)	Sometimes True (C)	Seldom True (D)	Never True (E)
69.	I feel happier when my father is away from home.					
70.	I understood “masculine behaviour’ through my father.					
71.	He cracks jokes with my mother.					

QUESTIONNAIRE 2

Please indicate how often the following apply to you.

Serial No.	STATEMENTS	Almost never	Sometimes	Neutral	Most of the time	Almost always
1.	I pay attention to how I feel.	1	2	3	4	5
2.	I have no idea how I am feeling.	1	2	3	4	5
3.	I have difficulty making sense out of my feelings.	1	2	3	4	5
4.	I care about what I am feeling.	1	2	3	4	5
5.	I need clarification about how I feel.	1	2	3	4	5
6.	When I am upset, I acknowledge my emotions.	1	2	3		5
7.	When I am upset, I become embarrassed for feeling that way.	1	2	3	4	5
8.	When I am upset, I have difficulty getting work done.	1	2	3	4	5
9.	When I am upset, I become out of control.	1	2	3	4	5
10.	When I am upset, I believe that I will end up feeling very depressed.	1	2	3	4	5

Serial No.	STATEMENTS	Almost never	Sometimes	Neutral	Most of the time	Almost always
11.	When I am upset, I have difficulty focusing on other things.	1	2	3	4	5
12.	When I am upset, I feel guilty for feeling that way.	1	2	3	4	5
13.	When I am upset, I have difficulty concentrating.	1	2	3	4	5
14.	When I am upset, I have difficulty controlling my behaviours.	1	2	3	4	5
15.	When I am upset, I believe there is nothing I can do to make myself feel better.	1	2	3	4	5
16.	When I am upset, I become irritated with myself for feeling that way.	1	2	3	4	5
17.	When I am upset, I lose control over my behaviour.	1	2	3	4	5
18.	When I am upset, it takes me a long time to feel better.	1	2	3	4	5

ACKNOWLEDGEMENT

Thank you for participating in our study. We appreciate your efforts and are grateful for sparing your precious time to complete the research form.

If you have any queries/ concerns/ feedback, you may write it down in the space below:

APPENDIX B

Research Objectives:

- To study the difference in fathers' involvement in early versus middle adolescents
- To explore the different domains affecting the father's involvement in sons and daughters

Process of Interview Conduction:

Greeting the participant - *“Hello, How are you doing? Are you feeling comfortable? I hope you have read the instructions. However, I will still repeat it for you -”*

“We will be asking you a series of questions regarding your relationship with your father. Please feel comfortable answering. Try to give your honest answers. Please share your life experiences in detail. This interview will be audio-recorded and will take 30-40 minutes. You can be assured of the confidentiality and privacy of the recordings. Only the research team will have access to it. Your identity will not be revealed at any point in time. Please let us know if you feel uncomfortable at any point. We will be conducting this interview in English. Please answer in the same language. If it is not easy for you, you may switch to Hindi.” (We need to give the same instructions to every participant.)

Shall we start?

Interview Questions:

1. Can you help us understand the kind of relationship you share with your father?
 - How do you enjoy spending time together? Please share some activities that you both enjoy doing together.
2. When & how does your father express his care, love, and affection?

- Please share examples - physical affection, bring stuff, verbal praise
- How does it make you feel?

3. How does your father participate in your day-to-day life, like school, extracurricular activities, and hobbies? How does it make you feel?

4. How does your father involve you in family decision-making processes? Please quote some examples.

- What about decisions related to your life - studies, selecting peers, going out?
- Do you feel satisfied with the decisions? Why/Why not?

5. Suppose you and your father are arguing or, let us say, having a difference in opinion. So, how do you both handle it?

- Focus on whether they fight, whether the father hits, shouts, scolds, lectures, or discusses/sets limits.
- How does it make you feel?

6. Suppose you are going through a tough time (exam stress, fighting with friends, any other problem). How does your father help you through a stressful or challenging time?

- The type of problem-solving strategies he would suggest.
- Do you feel satisfied with the strategies he suggested? Why/Why not?

7. How does your father help you handle bigger emotions like anger & sadness? Please share some examples from your life. (WHOSE EMOTIONS CHILD OR FATHERS)

8. How does your father help you connect with your cultural, spiritual, or religious roots?

- Does he promote cultural beliefs? How?
- Does he promote specific religious beliefs/practices? How?
- How does it make you feel?

9. How do you envision your relationship with your father as you grow? Do you wish to bring some changes in this relationship? How and Why/Why not?

10. How does your relationship with your father differ from that of your mother? Elaborate by giving examples from your life - decision-making, love or care, problem-solving, etc.

Ending the interview:

So, we have reached the end of the interview stage. Would you like to share how are feeling now? Any last thoughts?

Thank you for participating in this interview. We appreciate your time and input in this research study.

