An exploratory study of the father-daughter dyad and its relationship with the daughter's intimate heterosexual relationships within the Puerto Rican culture.

Carmen, Rullan-Ramirez

*University of Massachusetts Amherst*

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AN EXPLORATORY STUDY OF THE FATHER-DAUGHTER DYAD AND ITS RELATIONSHIP WITH THE DAUGHTER'S INTIMATE HETEROSEXUAL RELATIONSHIPS WITHIN THE PUERTO RICAN CULTURE

A Dissertation Presented
by
CARMEN RULLAN-RAMIREZ

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY
September, 1990

Counseling Psychology
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AN EXPLORATORY STUDY OF THE FATHER-DAUGHTER DYAD AND ITS RELATIONSHIP WITH THE DAUGHTER'S INTIMATE HETEROSEXUAL RELATIONSHIPS WITHIN THE PUERTO RICAN CULTURE

A Dissertation Presented

by

CARMEN RULLAN-RAMIREZ

Approved as to style and content by:

Ronald Fredrickson, Chairperson

Gloria De Guevara, Member

Juan C. Zamora, Member

Marilyn Haring-Hidore, Dean
School of Education
Dedico esta disertación a mis padres por su apoyo incondicional y siempre presente. También se la dedico a mis hermanos, amigos y familiares sin cuya ayuda jamás se hubiera podido completar.
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ABSTRACT

AN EXPLORATORY STUDY OF THE FATHER-DAUGHTER DYAD AND ITS RELATIONSHIP WITH THE DAUGHTER'S INTIMATE HETEROSEXUAL RELATIONSHIPS WITHIN THE PUERTO RICAN CULTURE

SEPTEMBER 1990

CARMEN RULLAN-RAMIREZ, B.S., UNIVERSIDAD CATOLICA DE PUERTO RICO

M.S., CENTRO CARIBEÑO DE ESTUDIOS POST-GRADUADOS

Ph.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Ronald H. Fredrickson

Even though most psychological theories postulate the father's influence in the daughter's choice of mate, few studies have addressed this specific aspect of the father-daughter relationship. The subject has remained basically unexplored within the Puerto Rican culture, especially within the predominantly middle class family.

This research used an exploratory mode due to the scarcity of research in this area. Subjects selected consisted of 120 Puerto Rican women, ages 30 to 50, who had at least a high school education, who lived in Puerto Rico, and who were involved in an ongoing heterosexual
relationship with a husband or companion. Participants filled out a demographic and a research questionnaire developed for this study consisted of two sections of a Likert type scale, one section of a Semantic Differential and an open-ended question. The questionnaire explored daughters' perceptions of their fathers, husbands/companions and themselves. The study also included five individual interviews of father-daughter dyads.

Overall results found statistically significant differences between the two groups (fathers and husbands/companions) for each one of the characteristics measured: similarities between father and husband/companion; parents' and mates' childrearing practices, expectations and teachings; their assimilation of father's and mother's teachings; their father-daughter relationship; their parents' and their own marital relationships.

Analysis of responses to the questions about characteristics and behaviors of the fathers and husbands/companions of the participant's perceptions indicates that daughters do not choose mates exhibiting behaviors and/or characteristics similar to their fathers. Analysis of other questions directly asking the daughters about resemblances between the two revealed that most of the participants perceive their partners as being more similar than not to their fathers. The daughters of
divorced parents reported significantly less similarity between fathers and husbands/companions. Even though not significantly different, the mean scores of daughters with deceased fathers fell in between the daughters of divorced fathers and the daughters with fathers still alive.

Oral interviews disclosed similarities between subjects' fathers and husbands/companions and the pursuit of partners that were opposite to fathers on specific qualities or behaviors (e.g.: alcoholic father; non-drinker husband/companion).
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CHAPTER I

INTRODUCTION

The purpose of this study was to explore the father's role and its impact on his daughter's intimate relationships with heterosexual mates in the Puerto Rican culture.

Traditionally women have been the primary caretakers in most cultures (Benson, 1968; Chodorow, 1974; Katz & Konner, 1981). Consequently, many researchers have focused their investigations on the mother's influence on child development, neglecting the role of the father (Biller & Weiss, 1970; Hetherington & Deur, 1971; Lamb, 1975; Lamb & Lamb, 1976; Parke, 1976; Eversol, 1979; Appleton 1981).

Many cultures have perceived the father figure as the family provider, disciplinarian, leader, decision maker and protector. He is the keeper of the family's honor and wellbeing. Also, he is the one who would introduce the children, especially the boys, to the external world (Benson 1968, Eversol 1979, Lamb and Lamb 1976, Coonrod 1981).
The traditional father's role has been constantly challenged, in the past 20 to 30 years, to accommodate the multiple changes occurring in the social structure. Women have increased their participation in the work force. Due to separation, divorce or single parenthood, there is a great number of one parent families, most of them headed by women. The awareness of children's rights has increased with the approval of new laws that limit the father's power as ultimate disciplinarian, further eroding his power as supreme authority within the family (Green, 1976).

Research on the father has been generally limited to the exploration of the father-son relationship or to the father's impact on the daughter's career choice. The importance of the father's effect on the woman's personality development has remained relatively unexplored (Biller, 1982). Most of the available studies on father-daughter relationships have explored the incest relationship.

After extensive literature research, only three articles could be considered as directly addressing the father's impact on the daughter's choice of mate (Gerson, 1974; Hepburn, 1981 & Jedlicka, 1984). The other most closely related studies are the ones which explore the father's importance on the daughter's choice of sexual
role orientation or degree of "femininity". There is also some research that deals with the father's influence on the daughter's use of drugs and alcohol, delinquent behavior and academic achievement.

In spite of the scarcity of research in the area, recent investigations and some new theories suggest that different fathering styles promote the development of specific personality traits (Coonrod, 1981; Biller 1982). Researchers have also reported on the father's importance in the development of the daughters' sexual identity and how she relates to men later on in life (Heilbrun, 1984; Hepburn 1981; Uddenberg, 1976; Lynn, 1976; Hetherington, 1972).

Relatively recent best-seller publications like Men who Hate Women and the Women who Love Them (Forward & Torres, 1986) and Women Who Love too Much (Norwood, 1985) have addressed women's involvement in destructive relationships. One of the alleged contributors to the style or type of involvement is the nature of the father-daughter relationship. With the high divorce rate, women are increasingly interested in exploring their relationships, why they failed and how they can succeed. Serious research is needed to better answer these questions.
Within the Puerto Rican culture, the exploration of the father's impact on the daughter's choice of mate is basically unexplored. Aside from a few incest studies, the father-daughter relationship has not been studied. The father's participation in childrearing is tangentially described in some socio-anthropological studies (Nieves Falcon, n.d.; Mintz, 1956 & 1975), most of them based on rural populations or populations from low socioeconomic status. There is very limited information on the father's role, especially within the predominantly Puerto Rican middle class family. The study of the father-daughter relationship in non-pathological environments would help the understanding of this dyad and its importance in women's life.

This study focused on the exploration of the Puerto Rican father's role in the daughter's choice of heterosexual relationships within the Puerto Rican culture. It explored the relationship between childrearing practices, expectations, personal traits and behaviors of fathers, daughters and mate selection. The study included a theoretical exposition and a review of the literature on fathers and daughters with emphasis on the nature of that relationship within the Puerto Rican culture. Another chapter will include the methodology, the instruments used and present the research questions.
The final chapter will include findings and their implications.
CHAPTER II

REVIEW OF THE LITERATURE

This chapter will begin with the exposition of Sigmund Freud's theory of female psychosexual development and two current theories about the father's influence on their daughter's intimate relationships. All theories reviewed have emerged from the therapeutic experience of the authors with their patients.

Exposition of Theories

Sigmund Freud: Psychosexual Development of the Female

Freud, in his exposition of the psychosexual development of the girl, acknowledges limitations in his understanding of the events in his theoretical formulation. He also states that the psychosexual development of the girl is more complex than the boy's.

Freud postulates that all human beings have a bisexual disposition. This disposition manifests itself more clearly in the female than in the male. The male has only one sexual zone, the penis, whereas the female has
two: "the vagina, the true female organ, and the clitoris, which is analogous to the male organ" (Freud 1931, p. 255). Consequently females, contrary to the males, go through two phases. The first one is primarily masculine in character (clitoris) and the second one is specifically feminine (vagina).

The girl's psychosexual development goes first through a pre-Oedipus stage in which she is exclusively attached to the mother. The mother, is her only sexual object (object cathexis). Consequently this initial phase is primarily masculine in nature and is characterized by the masturbation of the clitoris. The masturbation is a consequence of the seduction process initiated during the mother's nursing of the baby just after birth. Freud also considered masturbation as a basically masculine activity. "...[M]asturbation, at all events of the clitoris, is a masculine activity and ...the elimination of clitoridial sexuality is a necessary pre-condition for the development of femininity" (Freud 1925, p. 194). The mother forbids the daughter's masturbatory activity initiating the detachment process between them. Other factors that contribute to this detachment are the mother's "neglect" to provide the daughter with a penis and forcing the daughter to share her love with others.
The phallic stage begins when the girl discovers her castration or lack of a penis. This discovery leads to penis envy with a consequent sense of inferiority, jealousy and loosening of the attachment to the mother. The detachment from the mother occurs because the daughter blames her for her lack of a penis, for the early discontinuation of breast feeding (primitive mothers fed their children until they were 2 or 3 years old), for sharing her love with others, for not fulfilling her expectation of absolute love and for forbidding her sexual activity.

Another consequence of the penis envy is that "....soon after the first signs of penis-envy,....(the girl) develops a feeling against masturbation....which cannot be attributed exclusively to the educational influence of those in charge of the child" (Freud 1925, p. 194). By rejecting the clitoridial sexuality, the girl rejects her masculine side in favor of the feminine one and takes the father as her love object. "The girl has turned into a little woman" (Freud 1925, p. 195).

William Appleton: Father-Daughter Life Cycle Model

William Appleton's (1981) model pairs the father and daughter development over a period of about 30 years. He postulates three stages, each one lasting 10 years.
During the Oasis stage the father is striving for position and achievement. His presence is scarce, even though enough for the daughter to develop a strong attachment. The father-daughter relationship is a playful one where there are usually enjoyable positive emotions. Differently, the attachment with the mother is more rooted in her caretaker role limiting the social interaction. The playful father-daughter relationship by age five, evolves: the father becomes her "hero" and she becomes "daddy's little girl". From age six until puberty, the father-daughter relationship focuses more on her intellectual development. This stage is like a honeymoon between father and daughter.

The father's treatment of his daughter during the Oasis stage leaves in her an indelible impression that later on will impact her relationship with other men. If the father gives too much attention to the daughter, she will feel that she has to be the center of attention and will not find any man as attentive as her father. The father who clings too much to this stage in his relationship with his daughter does not allow her to leave psychologically.
The father's lack of attention or rejection during this stage affects the daughter's femininity. He does not provide her, and may even discourage, the opportunity to learn about flirting, gaining a man's attention, delighting him or having the experience of being worshiped. These girls become women who are insecure about their bodies and their ability to attract men. They may have difficulty forming attachments with men because they do not know how to be close to a man. Others develop excessive hunger for male attention demanding absolute devotion from their lovers. These women are quick to feel ignored and hurt, falling easily into angry outbursts that drive men away.

The second stage, the Conflict, occurs when the father is in his forties and the daughter is in her adolescence. Both of them may be moody due to the physical changes of their respective ages. The father struggles to maintain his hero image and the daughter her image of pure innocence, thus presenting to each other an unrealistic portrayal of themselves. Neither of them is able to voice their anger and disappointment at each other. "She (the daughter) perceives his (her father's) help as interference, advice as orders and concerns as babying" (Appleton, p. 18). The daughter becomes trapped in a double bind situation where she wants autonomy and
struggles to get away, but at the same time feels a need
to please the father to ensure his help, love and care for
her.

If the father is a person that has difficulty
accepting his own limitations or if he is very preoccupied
with his mid-life problems, he will not have enough
patience to cope with the daughter's adolescent moods and
shortcomings. Their relationship becomes a contest of
wills where angry orders and stormy battles predominate.
Other fathers cope with the situation by withdrawing or
becoming absent. "Their second decade together can leave
lifelong scars which harm her relationships with men by
repeating the anger, rebellion, and excessive fighting"
(Appleton, p. 19). Also, if the father's withdrawal is too
abrupt, he leaves the daughter with the fear that if she
allows herself to be vulnerable again with a man, he will
end up leaving her too. On the contrary, if he helps her
"to grow independent of him, to be self sufficient and
able to find her own way" (Appleton, p. 18), he equips her
to face the future dangers and challenges of life. He
also helps her to have reasonable expectations of her
future loves.

The third stage, the Separation, occurs when the
daughter is a young adult and the father is in his fifties
or sixties. The main task of this stage is the process of detachment between father and daughter.

"If a woman is lucky her father will help her leave....he will calm her fears and encourage her to go out and live her independent life, remaining available to her should she need him. He will accept her as another adult, not as a little girl" (Appleton, pp. 21-22).

In this way "....the daughter is able to take her feelings from her father and be able to reinvest them in others." (Appleton, p. 20).

Once the physical separation is accomplished, the daughter also has to lose her psychological virginity, that is, her dependence or attachment to her parents, especially the father. Women that have been too close or too distant with their fathers usually have trouble accomplishing this psychological separation. The ones that are too attached to the fathers cannot be truly available to their mates and the ones that are distant do not have the experience of being close to a man and consequently have difficulty forming a real attachment with their lovers.

Women who have grown up with a sense of guilt about their sexuality due to the father's extreme surveillance over their sexual activity during their adolescence, tend
to pick up equally jealous partners or, on the contrary, choose men that are very calm and trusting. The ones that choose the latter many times end up bored with their lovers because they miss the excitement of the surveillance. Other women fear to be dominated by men. They usually have had fathers that were weak or autocratic. The first ones are afraid because they have not had experience interacting with strong men. The second ones have grown up in fear of their fathers or they learn to mimic the father's autocratic behavior and can relate only to weak men they can push around.

Another group of women who have problems with their sexuality are the ones whose fathers have been abusive or who have deserted the family. They usually feel considerable anger toward men that may be expressed through open or covert hatred. They have usually been involved in a series of disastrous relationships that they may use to justify their anger. Many times it has been the undercover expression of that anger that may cause the men to be driven away. Some women in this situation avoid men, others become promiscuous, searching for the father they never had. Many of these women "....feel confused about how they are supposed to act with men" (Appleton, p. 63).
Appleton also devotes a chapter to describe the effects of different fathering styles on their daughters' intimate relationships. Daughters of distant fathers have difficulty developing warm, intimate relationships with their mates. They usually do not expect much from men. They think men only want to use them and perceive men as too selfish to be concerned with their needs. Many of these women withdraw from men by hiding in successful careers.

Another group are the daughters of absent fathers due to divorce or death. Appleton recognizes that there are other factors that contribute to the difficulties these women experience. Some of the most important factors are the child's age at the time of the separation, the quality of the previous relationship with the father and effects of the separation on the mother. Nevertheless, he observed five patterns these women developed with their lovers which are summarized as follows:

<table>
<thead>
<tr>
<th>Type of Pattern</th>
<th>Behaviors</th>
</tr>
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<tbody>
<tr>
<td>Frenetic Searchers</td>
<td>- They are unable to get over the father's loss.</td>
</tr>
<tr>
<td></td>
<td>- They have many relationships that break later on.</td>
</tr>
<tr>
<td></td>
<td>- They become very excited by the search but break quickly minimizing the pain of the loss.</td>
</tr>
</tbody>
</table>
Hopeless

- They lose hope of finding a man.
- They stop daring to hope for fear to be disappointed.
- They fill up their lives with friends and career.
- They feel isolated and lonely.

Clingy

- They want to make up for the past.
- They feel angry, fearful, depressed and disappointed.
- Their emotional needs are so excessive that their partners cannot meet them.

Awkward

- They do not know how to behave in intimate relations because they had no model to learn from.

Distrustful

- They are cynical and expect all men to desert them like their fathers did.

The next group Appleton mentions are the daughters of stern fathers. These women have poor relationships with men because they are afraid of them. Others spend their life trying to please men, building up repressed anger due to denial of their own needs. Finally there are the gentle fathers. They provide their daughters with a comfortable experience of love. They usually tend to have a long satisfying relationship and are successful in their careers. They encourage the development of their daughters' strengths.
Linda Leonard: Fathering Styles Model

Like Appleton, Leonard (1982) developed her theory based on her experience working with women in therapy. Also like him, she believes that the father is the first experience a woman has with men and it is also the one that "...provides a model for authority, responsibility, decision-making, objectivity, order and discipline" (Leonard, p. 11). According to her, women become wounded in their relationships with men when the father wished a son instead of a daughter so he could fulfill his dreams; when the fathers loved their daughters too much, making them substitutes for their missing lover; when fathers abandoned their daughters early due to death or separation; or when fathers were absent in spite of their presence due to their detachment from their daughters. She describes the healthy father-daughter relationship as one where he is "...caring, warm and strong: He is not afraid of anger, nor is he afraid of intimacy and love" (Leonard, p. 113). Through these behaviors he gives the daughter direction, discipline, courage and consciousness about all she is and can be.

Leonard divides women with poor fathering experiences into two main groups which later on she further subdivides. They are named the Puella or Eternal Girl and the Armored Amazon. The puella is a woman who
psychologically has remained a child. She is naive, helpless, passive and dependent. Her emotional involvements are usually with authoritarian men to whom she gives the control of her life. She has difficulty accepting responsibility for her life and setting limits. Even her rebellious feelings are expressed as emotionally self-injurious behavior (introjection) like self-pity, depression, inertia and despair about her weaknesses.

Leonard identifies four styles of puellas.

The first one is the darling doll. She had a domineering father and now has a domineering companion. Outwardly she becomes her lover's image of the perfect woman but inwardly her identity is fragile and insecure.

The second one is the girl of glass. These women usually have an absent or absent-like father. They tend to live in a fantasy world and are unable to face reality. Also they are very shy and lack confidence in themselves. Due to the father's absence these women lack a model that could teach them confidence and independence.

The next puella style is the high flier. Due to the father's absence these women do not develop a sense of their own femininity. She is the feminine counterpart of the Don Juan. She cannot commit herself to a relationship. Love is an addiction to her that can never
be satisfied. Frequently she feels guilty and ashamed of her promiscuity.

The last of the puella styles is the misfit. They are the bad and outcast women of our society. Their fathers usually have addictive personalities which the daughters tend to imitate. These women tend to waste their lives in addictions, prostitution, suicidal fantasies and addictive love relationships. They have very poor self-esteem that transforms into jealousy when their demands for constant attention and adoration from their mates are not met.

The armored amazon tends to perceive men as weak, inferior and powerless. Their fathers usually have been neglectful, irresponsible, uncommitted and rejective. These women identify with the masculine characteristics of power and strength their fathers lacked. Those traits act as a shell that protects them against their own softness, weakness and vulnerability. Leonard states that "...the armor shields them from their own feminine feelings and their soft side, these women tend to become alienated from their own creativity, from healthy relationships with men, and from the spontaneity of living in the moment" (Leonard, p. 17).

Like with the puella, Leonard describes four styles of armored amazon. The first one is the super star. She
is a workaholic who wants to accomplish what the father could not achieve due to his irresponsibility and lack of drive for achievement. The super star divorces from her feelings. Later on, they surface as a depression in which her accomplishments lose meaning. Super stars have a very negative perception of men. They see men as "women haters", unpredictable and undependable. The super star assumes a detached attitude in her intimate relationships with males to protect her vulnerability.

The next armored amazon is the dutiful daughter. Her father is usually kind but alcoholic. He discourages her aspirations for an autonomous profession because he thinks women can only be assistants. The mother usually criticizes the father continually and looks down on him. She compensates for her husband's weaknesses by ruling the house with iron discipline, not allowing room for softness, weakness or pleasure. The dutiful daughter internalizes those patterns of having to be the perfect child for her mother and denies her aspirations to keep the father's affection.

The third style of amazon is the martyr. These women have assumed a lifestyle of service to their families, suppressing their own creative, emotional and sexual needs. This constant denial leads them to their martyrdom. Their fathers were usually good providers but
emotionally absent. Some were tyrannical and demanding; others were weak and negligent. Martyrs' husbands, like their fathers tend to be emotionally absent but financially controlling.

The last of the amazon styles is the warrior queen. These women react to their irresponsible and weak fathers by becoming strong and determined fighters. Others assume those characteristics to please strong fathers who would have liked them to be boys. These women learn to devalue the feminine, which they relate to passivity and submissiveness.

Summarizing this chapter, all three theories exposed were developed from therapy cases. These in themselves biased the theory toward pathological models leaving little room for better understanding of what does constitute good fathering styles. Freud's theory in the opinion of this researcher is anachronistic and has little understanding of the modern woman. His descriptions of patients' behaviors are very accurate. Nevertheless, the interpretations of the causes of such behaviors and his intrapsychic explanations are more an indicator of his creativity than a reflection of reality. Freud's theory basically reflects women's frustration before the oppression and castration of the Victorian age they lived in. Both Appleton's and Leonard's
classifications are different, thus making a comparison difficult. Nonetheless, they agree that daughters of absent or absent-like fathers tend to become promiscuous and to have an unsatiable need for men. Both authors tend to describe similar behaviors but their explanations tend to be different. This is a clear indicator of the great need for objective research in this area.

Fathering in the Puerto Rican Culture

The purpose of this section of the review of the literature is to explore the role of the father in the upbringing of his daughters within the Puerto Rican culture and its possible effects on the daughter's choice of mate. The tone of the discussion will be based more on speculation than on fact as this study appears to be the first attempt to study such relationships. Even the literature about fathers' childrearing practices, in general, is extremely limited.

Given the absence of literature directly addressing the theme of this paper, some related areas such as sexual roles, child rearing practices and sexuality will be reviewed in an attempt to formulate a sound theoretical base.
The majority of the social, anthropological or psycho-social studies about Puerto Rican culture were done in the forties and fifties, mostly with poor rural populations. Most of the current studies on Puerto Ricans are based on populations living in the United States, where different levels of assimilation and acculturation are involved. In order to avoid this bias, the review of the literature will concentrate on studies done in Puerto Rico.

Generally, most studies describe the father's role as provider, disciplinarian, main authority of the family, master of the house and protector of the dignity and respect of the family (Mintz, 1975; Torres-Matrullo, 1976; Rodriguez, 1982). He is seen as a figure of discipline and authority who remains relatively distant from the children in order to maintain their respect (Nieves Falcón, n. d.; Mintz, 1975). In the most traditional families he is also described as the main contact with the outside world and the absolute administrator of the family finances (Wolf, 1956; Mintz, 1975). The mother's main responsibility, in the traditional world, is to procreate children, raise them, satisfy the husband's sexual demands without enjoying them too much and taking care of the household chores (Wolf, 1956; Mintz, 1975 & Rodriguez, 1982).
Researchers, in general agree that this is the prevalent role distribution in the traditional Puerto Rican family. Nevertheless, some investigators point out differences among subcultures. In the more educated segments of the population, the father's participation in childrearing and household chores increases, even though, in most cases, the mother remains the primary caretaker. It appears that as families move away from traditional values, women tend to have more power in the decision making process and more control over the financial matters of the family. In the middle classes women are usually more educated and many of them hold jobs where they earn their own salaries. The degree to which the traditional characteristics are present in different subcultures will vary depending on the community.

Luis Nieves Falcón (n. d. manuscript) presents one of the most detailed descriptions available of the childrearing practices of the traditional Puerto Rican rural family. In his article: "El niño puertorriqueño: Bases empíricas para entender su comportamiento" [The Puerto Rican Child: Empirical Bases for Understanding their Behavior], (n. d. manuscript) he describes the traditional childrearing practices of the rural areas of Puerto Rico. This study, even undated, appears to have been written in the fifties or early sixties. According
to Nieves Falcón's description, girls are perceived as weak, candid, docile and in need of protection due to their lack of good judgement and ignorance about how to interact outside of the family nucleus. They are expected to be passive, submissive, obedient and to silently comply with adult requests. Throughout their lives, girls are assigned subordinate roles. Since very early in their childhood, they are expected to learn and help in household chores (also in Mintz 1975; & Rodriguez 1982). Girls are treated more delicately and seldom spanked because they are perceived as fragile and tender, as well as in need of greater tenderness. During adolescence they are monitored very closely by parents and other family members. They are not allowed to be out of the house much. Personal contacts, as well as outings, are limited and supervised. They are closely monitored due to their "innate weakness" (Nieves Flacón n. d. manuscript, p. 10) which makes them vulnerable to sexual indiscretions. Nonetheless, girls and adolescents are expected and held responsible for maintaining their virginity. This responsibility extends to the father since one of his principal duties is to protect the daughter from her own weakness. Any transgression of the girl in terms of sexuality reflects negatively on the parents, but
especially on the father, who loses respect from the community.

Children are rigidly separated according to their sex (Nieves Falcón n. d. manuscript & Mintz 1975). Adolescent girls are not allowed to have relationships with more than one male at a time and can only exhibit amorous conduct with their fiancee. There is a high regard for the virginity of women. Virginity does not only refer to being pure of physical contact but also includes ignorance about sexuality. Mothers are not allowed to offer information to the daughters about menarche because it is considered to be something "bad and indecent" (Nieves Falcón n. d. manuscript, p. 35). Girls learn about "these things" from female peers even though the future husband is the one expected to teach the wife everything about sex. Decent women must never express satisfaction about their sex life nor initiate sexual demands with their husbands. Mothers usually commiserate with their daughters about their future, expecting that they, too, will suffer at the hands of their husband or mate.

Mothers are the ones in charge of developing obedience in the children. They frequently resorts to threat of "telling your father" as a way to help them to impose discipline. In that way, the father is an ever present figure in the family, even when he is away. This
is very important because the father has the ultimate responsibility for the children's conduct.

The previous studies, like most of the studies on Puerto Rican culture, focus on the rural areas (Manners 1956; Wolf 1956; Padilla Seda 1956; Mintz 1956, 1975; Nieves Falcón n. d. manuscript). They explore agricultural subcultures that barely exist today. The middle classes, which now constitute the majority of the population on the island have been mostly ignored by researchers. Many of the most significant studies were done in the 1940's and 50's and their findings are outdated. Nevertheless, those findings are still being cited in the current literature, probably due to the scarcity of formal research in those areas in the last twenty years. Most of the more current literature focuses on feminist issues related to the oppressed position that the female still occupies in Puerto Rican society (Acosta-Belén 1980, 1986; Rivera Ramos 1985; Azize Vargas 1985, 1987). Other studies focus mainly on the problems of Puerto Ricans in the United States (Torres-Matrullo 1976; Badillo Ghali 1977; García Preto 1982 & Canino 1982).

Reviewing the literature about Puerto Ricans was very frustrating not just because of the scarcity of the material but because most of it was foreign to the author's reality as an upper-middle class Puerto Rican
woman. The father is still the primary provider, but not the only one in most middle class households. He is still the ultimate disciplinarian and the one who has the last word in the family. Nonetheless, before any decision is made, there is a process of consultation with the mother and her opinions have considerable weight. Family finances are part of this decision process. The maintenance of the family's dignity and respect is also a shared duty between the parents.

The mother continues to be the children's primary caretaker and is in charge of the household chores. Nevertheless, the author has observed a steady increment, from one generation to another, in the amount of responsibilities men are willing to accept in both areas, especially if the woman works outside the house. Many men still perceive this participation as a favor to the wife more than as part of their duties and expect constant recognition for their generosity.

Women are not seen anymore as procreation machines. Family size, and the time between pregnancies is usually planned by the couple. Frequently also, the father participates in the child's delivery. Women are expected to be knowledgeable about sex. They can initiate the sexual contact and demand satisfaction. There are, of
course, variations in the degree to which these things do occur.

Traditional childrearing practices were in many ways different from the author's experience. First of all there was not a complete separation of the sexes after certain age. Girls could play with boys at all ages and were not bound to spend most of their time in the house. Most schools, private and public, are co-educational.

Yes, twenty years ago, when the author was in the middle of her adolescence, female adolescents had to submit to more supervision than males in their outings and there were greater limitations on where they could go. Things could get worse, in terms of restrictions, if there was a boyfriend. Nevertheless, in spite of the restrictions there was ample room to move around. Changes in this area are occurring fast. For example, the author's younger sister (seven years younger) had less close supervision and much more freedom of movement. Parents today are even more permissive than twenty years ago.

Educationally, women as well as males, are expected to go to the university and obtain good grades. Nevertheless the reason for this expectation is quite different for males and females. Males should become involved in high paying careers since one day they will become primary providers. The female's choice of career
is not that important even though this pattern is changing for the new generation. The preference is for choosing a career that would allow enough space to take care of the children in case there is a need to supplement the husband's salary. Women should also study as a security blanket in case they become widows or have to divorce. Another reason is to be better respected by their future mates.

Sexual mores appear to be more lax even though the double standards are still very much present. Men continue to have more sexual freedom. They are perceived as having greater sexual needs than women. Men's promiscuity, especially before marriage is encouraged. This allows men to become tired of "rolling around" before marriage so they could be faithful later on. Nevertheless, males' extramarital sexual activity, even though not approved, is mostly accepted. Female virginity is still considered a desirable quality in women although at the time of marriage it is not highly expected. Premarital sexual relations is the norm, even though, in most cases, the couple keeps that information "secret" from the parents. This greater sexual freedom does not include promiscuity. Women who engage in pre-marital promiscuity are considered "bad women", not good material for
marriage. Absolute fidelity is still very much expected from married women.

Summarizing, there are considerable differences between the traditional rural family described by Nieves Falcon (n. d. manuscript), Mintz (1975) and others, and the author's middle class experience. There is a need for more research to study the validity of these experiences and to obtain more current data about the changes occurring in the structure and values of the modern Puerto Rican family.

Review of Current Research

The previous section of this chapter already states the scarcity of research available related to the specific objective of this paper: the father's impact on the daughter's heterosexual relationships within the Puerto Rican culture. Due to these limitations, the scope of literature reviewed was expanded to research in related areas. This section will focus on different aspects of the father-daughter relationship to stress the importance of the father in the daughter's development. Some of the areas to be explored are: intimate relationships, femininity, sex roles, absent fathers and personality
development. These studies were mostly based on Anglo populations.

Only one of the studies researched investigates a closely related area to the main scope of this investigation. Aron, Ain, Anderson, Burd, Filman, McCallum, O'Reilly, Rose, Stichmann, Tamari, Wawro, Weinberg & Winesauker (1974) studied the possible relationship between the opposite-sexed parent and the choice of mate. Their hypothesis "...was that in selecting a mate, one seeks to reenact the relationship with the opposite-sexed parent" (Aron et al. 1974, p.18). Their sample included 46 males and 52 females in their early twenties. They had lived with their parents until they were 19 to 20 years old. The average subject had a high school education. They found that males and females choose mates similar to their mothers. The strongest similarities for males were in the areas of dominance and responsiveness. The daughters strongest parent-fiancée similarities were in the areas of responsiveness and trust.

Another interesting study was the one conducted by Uddenberg (1976). He compared mother-father and daughter-male relationships. The sample consisted of 101 first time pregnant women visiting an antenatal clinic in
Sweden. Results indicate daughters of discordant parents had poor contact with their fathers during childhood and adolescence; they were having a moderate to poor relationship with the child's father during pregnancy; tended to have had more sexual partners and reported poorer sexual satisfaction. Heckel (1963), Hetherington (1972) and Gerson (1974) also found a correlation between promiscuity and poor father-daughter relationships. Other studies focused on the fathers in their daughters' sex role orientation. Heilbrun (1984) found out that daughters with strong father identification were more masculine than ones with weak father identification. Daughters with weak father identification did not differ from the mother-identified group in their level of femininity. A second study, also by Heilbrun (1984), found an association between a strong primary identification with the father and high masculinity. The same association did not occur among women with moderate identification with the father. Kestenbaum & Stone (1976) as well as Lang, Papenfushs & Walters (1976) had similar results with previous studies with daughters of absent fathers. Langolis & Downs (1980) researched the father's role in the children's development of sex typed behaviors. They found that fathers more than peers rewarded more same-sex than cross-sexed play in both boys and girls.
The only difference fathers made between boys and girls is that they rewarded more same-sex play in girls and punished more cross-sex play in boys.

Walsteadt (1977) focused her study on the implications of the traditional concept of femininity and assigned sex-roles for women. She examined women's altruistic other orientation and its relationship to female powerlessness.

She defined **Altruistic Other Orientation (AOO)**:

...as the tendency of females to accept a societally prescribed status of being the 'other', the subordinate, and in response to employ altruism toward males as a compensatory mechanism....[it].... reflects a life-long orientation of self-sacrifice in women, generalized personality disposition that involves putting men (husbands, bosses, lovers, sons, etc.) but not women, ahead day after day, year after year....[she] is perceived as dependent and powerless (Walsteadt 1977, pp. 162-163).

Walsteadt used a sample of 106 White middle-class females ages 34 or older who were married or had been previously married, with or without children. They had maintained contact or a relationship with their fathers or father figure. All subjects were from 15 communities in eastern USA. Their backgrounds ranged from rural to urban, and from affluent to moderately affluent. Occupations ranged from full-time professionals to full-time homemakers.
Results indicate that women who did not accept the AOO were more likely to be self-supporting in their middle years and to have attained more academic degrees. Four of the father's practices were positively correlated with AOO. They were: father fostering sex-typing in childhood and in adolescence, father behaving as the "One" in relationship to his daughter and the father's reacting in a sexually defensive manner toward his offsprings. AOO correlated negatively with 3 father practices: father furthering atypical feminine sex-typing in childhood and in adolescence and father's fostering of achievement.

Walsteadt concludes:

...the major implication of this personality construct is that the AOO might be a powerful shaper and restrictor of female personality development. A number of women have structured their lives around pleasing and serving men because this was the predominant mode they learned as they were growing up. They experienced feelings of being loved, normal, and safe when they did so. The irony, however, is that by following this cultural prescription, some women remain in powerless, vulnerable positions throughout most of their adult lives (Walsteadt 1977, p. 174).

Other researchers focused their attention on the impact of father absence in their daughters. Hetherington (1972), for example, "...explore[d] the effects of time and reason for paternal separation on the behavior of
father-absent adolescents girls'" (Walsteadt 1977, p. 314).

She studied three groups: one was formed by girls from intact families. Another, by girls whose father was absent due to divorce and with whom only minimal contact had occurred since the divorce. No males were living at home at the time of the investigation. The last group was formed by girls whose father was absent due to death. Hetherington found that daughters of early divorced parents exhibited more prosocial aggression than any other group. They sought more attention from both male and female adults, spent more time in male activity areas and less time engaged in female activities. The effects of the fathers' absence were noted more during adolescence. Most difficulties were related to interacting appropriately with male figures. The problems ranged from insecurity around male peers and decreased heterosexual activity among daughters of widows, to more heterosexual activity among daughters of divorced mothers. Both groups reported less contact with adult males than girls from intact families. In terms of self esteem, the daughters of divorced parents showed lower self-esteem than daughters of widows or the daughters from intact families. Finally there were no significant differences
in terms of sex role orientation among the groups.

Hetherington concludes:

[the present study]....suggests that the effects of father absence on daughters appear during adolescence and are manifested mainly as an inability to interact appropriately with males, rather than in other deviations from appropriate sex typing or in interactions with females....the effects of early separation were usually greater than later separation (Hetherington 1972, pp. 323-324).

Another study on the effects of father's absence was done by Lang, Papenfushs & Walters (1976). They researched female delinquents' perceptions of their fathers. They also investigated which traits might relate more to a positive or negative attitude toward the father. Results indicated that some factors contributed to a more positive perception of the father. They were: fathers' high masculinity, living with both parents, feeling loved by their fathers, viewing their childhood as happy, feeling equally influenced by both parents and perceiving the father as the family guide and main disciplinarian.

The factors that contributed to a more negative perception of the father were: living primarily with the mother, perceiving her as the family guide, disciplinarian and the most influential person in their lives. Other contributors were perceiving childhood as an unhappy time and obtaining high anomie scores. The authors concluded:
"Paternal neglect or rejection can contribute to emotional instability, sex-role insecurity, alienation and inability to adjust to society" (Lang et al. 1976, p. 481).

Young & Parish (1978) studied the impact of the stepfather. They wanted "...to determine if the mother's remarriage and the subsequent presence of a step-father would reduce some of the detrimental effects of the earlier father loss" (Young & Parish 1978, p. 4). Results suggest that daughters who had lost their fathers, regardless of the cause, and whose mothers had not remarried had significantly more unfavorable self-descriptions and were significantly more insecure than daughters from intact families.

Females who had lost their fathers, regardless of reason, and whose mothers had remarried checked more unfavorable self-descriptive items than the ones who had not lost their fathers, but the difference was not significant. Also the time of the fathers absence and the reason for separation were not significantly related to the females' level of adjustment.

The authors concluded that substitute fathers may serve to negate the effects of father separation in older females' heterosexual feelings and behaviors.

Kalter, Riemer & Brickman (1985) studied the effects of parental divorce upon female development. In one
study, they wanted to assess if the daughters of divorced parents would evidence more incidence of drug use, greater sexual activity and increased conflict with the mother and/or other authority figures. Results indicate that the daughters of divorced parents engaged significantly more in delinquent behaviors such as use of marijuana and other drugs, skipping school and larceny. In the statistical analysis, a control was set to balance the difference in SES but it "did not diminish substantially the significance of this findings" (Kalter et al. 1985, p. 541). Also it is important to note that 90% of the population assessed had never had contact with the police.

Another study explored the heterosexual relationships of daughters of divorced parents. The hypothesis stated that the daughters of divorced parents would begin to date earlier, be more sexually active, would be less satisfied with their dating and would have a less positive image of femininity. Results did not suggest any significant differences between the daughters of divorce (D) and the daughters of intact (I) families, in relation to academic achievement, satisfaction with the amount of dating, global self esteem and current life satisfaction.

There were significant differences between both groups in relation to their perception of femininity and masculinity. The divorced group perceived males as more
unfeeling and less strong. They perceived women as less sensitive and less mature. They were also less hopeful about the future and were less certain about having a lasting marriage. The researchers concluded:

[there are]...two key ways in which the fathers optimally can foster healthy psychological development in their daughters. First a father can be a girl's ally in her early struggle to separate psychologically from mother and in her continued efforts to establish a firm sense of her feminine individuality. Second, a father can serve as a source of masculine-based self-esteem for his daughter by accepting and valuing her femininity (Kalter et al. 1985, p. 543).

Fish & Biller (1973) studied the effect of fathers in their daughters' emotional adjustment. They examined the daughters' perceived relationship with their fathers during childhood and its impact on them as young adult females. They found significant correlations between high paternal nurturance and high adjustment scores; between high positive paternal involvement and high adjustment scores; and between high paternal rejection and lower adjustment scores.

Schwarz & Getter (1980) explored the same area focusing their attention on the relationship between adolescents' gender, parental dominance in high conflict families with the prediction of neuroticism, psychopathology and social nonconformity. The statistical
analysis found a significant correlation between parental conflict and the prediction of social nonconformity for both males and females. Regression analysis suggested that high parental conflict and opposite sex parental dominance were good pathology predictors (males with dominant mother; females with dominant father). More simply stated, high parental conflict accompanied by father dominance are good predictors of emotional instability in females.

In another study, Barber & Thomas (1986) measured the effects on children of parental support expressed as general support, physical affection, companionship and sustained contact. Results indicated that fathers, contrary to mothers, differentiate their expression of physical affection toward their children according to sex, being significantly more affectionate with their daughters. All of the support dimensions assessed significantly correlated with both sons' and daughters' self-esteem. They concluded: "For daughters, general support from mother and physical affection from father significantly account for variance in self-esteem" (Barber & Thomas 1986, p. 792).

The last study to be reviewed in this section was done by Le Croig (1988). He studied the impact of parent adolescent intimacy on adolescent functioning.
Results did not reflect a significant difference between males and females on the measures of self-esteem, problem behavior or intimacy. The father's intimacy is a better predictor of adolescent development than the mother's intimacy.

This chapter has included a review of the literature of the past twenty years that in one way or another has addressed different aspects of the father's influence on the daughter's development. Due to the scarcity of research on fathers and daughters; and even more, on the influence of the father on her intimate relationships, the literature just reviewed has been expanded to other areas of fatherhood in order to demonstrate the importance of the father in the daughter's integral development. The scarcity of the literature and the widely scattered themes have produced basically no replication studies to confirm the findings of previous studies. This situation also denies the opportunity to find out how applicable are the results of these studies to other populations. Many of the studies done with normal populations used White middle class samples limiting the scope where results could be generalized. A good number of the studies did not even mention the socioeconomic status in their subjects' description. Sampling practices favored the use of college students and/or at-risk populations such as
delinquents or people in therapy. Some of the studies included other than White populations but many times forgot to specify which racial groups were represented in their non-White part of the sample.

Nevertheless, in spite of all these limitations, some conclusions could be drawn from the studies reviewed. The father plays an important part in the daughter's development. Research suggests that the lack of father presence contributed to difficulties in the daughter's sexuality. Women who experience an absent father tend to have more negative perceptions of men, lower levels of heterosexual activity and confusion over sex-role development and/or orientation. Promiscuity in females was found to be related to poor or limited contact with the father and having a negative perception of the father figure. Interestingly enough, the only study that explores cross-sex parental influence in mate choice, found that both males and females are more influenced by the mother in their choice of mate.

There was some contradiction about the results regarding the effect on the daughters' behavior. Several studies indicated that the father's absence and/or lack of involvement tended to promote delinquent and rebellious behaviors. The delegation of the disciplinarian role to the mother was found to be a contributor to cross sex
sexual preference. Parental rejection and father's depression tended to promote poor emotional adjustment in daughters. Fathers' increased participation in child care and nurturance produced higher levels of adjustment and better self-esteem.

Fathers appear to exert a strong influence on the sexual preference of their children. They appear to be more concerned than mothers with the children developing same sex identification and consequently punish and reward respectively, cross-sex and same-sex behaviors. Some of the apparent contradictions in the research studies may be due to the fact that fathers were not a variable that could be easily isolated. Present or absent, there are always other important variables, especially the mother, that exert influence over the children. One important conclusion of this review of the literature is that the father, as well as the mother, are key contributors to the development and well being of the children in general and in some aspects, they are especially important to their daughters.

Another problem that further complicates the study of the father-daughter relationship is the epistemic disjuncture among the authors under consideration. The lack of uniformity in the variables studied by the different researchers makes it very difficult to reach
conclusions and consolidate their individual contributions to the subject of study.
CHAPTER III

METHODOLOGY

This chapter describes the research methodology employed in this study which includes: statement of purpose, assumptions, research questions, sampling procedures, instrumentation, data gathering and design.

Statement of Purpose

The purpose of this study was to explore the father-daughter relationship within the Puerto Rican culture in order to examine how this might relate to the daughter's preferences in her choice of heterosexual mate and her interactions with that mate. An exploratory research mode was chosen due to the scarcity of prior research findings, especially within the framework of the Puerto Rican culture. The limited and out-dated literature on Puerto Rican fathers' participation in childrearing and father-daughter relationships in middle class families did not provide a solid base for the formulation of informed hypotheses. Therefore the purpose of this study was to
collect preliminary information and explore different aspects of the father-daughter relationship to see if there are any parallels with daughter-husband relationships within middle class Puerto Rican culture.

Scope and Delimitations of the Study

The scarcity of investigations in this area created the need to do an exploratory study that would provide more information that could serve as a base for future research. The questionnaire developed for this study had not been used in previous studies. Its content focuses on the father, leaving the possible importance of the mother to other investigations. The study is limited as it depends primarily on the subjects' perceptions, many of which are past memories and recounts. Other delimitations are the size of the sample, the self-selection of the participants and the limited scope in terms of socioeconomic status and academic background of the sample.
Assumptions

The following assumptions guided this study:

1. Fathers are the first significant relationship women have with a male figure.

2. The quality of this relationship permeates subsequent relationships with males.

3. Women's relationship or absence of relationship with their fathers plays a role in their choice of mate and the type of relationship they have with them.

4. Women's retrospective perceptions provide important and useful information that can be used to study the impact of the father-daughter relationship on the daughter's choice of mate.

5. The instrumentation used in this study is valid and reliable for collecting the data necessary for this research.

Research Questions

A number of research questions guided this exploratory study.
Question #1

Do daughters choose mates who exhibit behaviors and/or characteristics similar to their father's behaviors and/or characteristics?

Question #2

Do daughters choose mates whose attitudes and practices about childrearing resemble the father's practices and attitudes?

Question #3

Does the parental marital relationship have any bearing on the daughter's future intimate relationships?

Question #4

Does the presence of clear or diffuse sex-role delineation in the parental relationship contribute to the daughter's perceptions of her mate?

Question #5

Does the father's emotional availability or unavailability have any relationship to the daughter's perceptions of her mate?
Question #6

Does the father's use, non-use or abuse of drugs/alcohol have an impact on the daughter's perception of her mate?

Question #7

Does the father's contribution to the daughter's self-esteem have an impact on her perception of her mate?

Question #8

Does the father's tendency toward violent or non-violent behaviors have any bearing on the daughter's perception of her mate?

Question #9

Are there any similarities between the father's and mate's styles of discipline?

Question #10

Does the father's direct or indirect sexual education of the daughter have any bearing on the daughter's perception of her mate?
Question #11
Does the father's absence from home have any bearing on the daughter's perception of her intimate relationships?

Question #12
Does the daughter's age at the time of the father's absence from home make any difference in her selection of a heterosexual mate?

Question #13
Does the reason for the father's absence or separation make any difference in the daughter's perception of husband/companion?

Question #14
Does the father's pattern of contact with the daughter, following departure, make any difference in her perception of the husband/companion?

Question #15
Does the presence of a step-father make any difference in the daughter's perception of her husband/companion?
Sampling Procedures

The subjects for this study consisted of 120 Puerto Rican women between the ages of 30 to 50 who had at least a high school education, who lived in Puerto Rico, and who were involved in an ongoing heterosexual relationship with a husband or companion for a year or more at the time of the data collection. Husband was defined, for the purposes of this research as the person to whom you are legally married. Companion is a man with whom you have been emotionally and intimately involved with for a year or more and with whom you are sexually active. Both partners must have made a commitment to the relationship.

A higher educational institution, professional peers and relatives of the writer were contacted for assistance in locating women who met the criteria specified above. Positive responses to this request came from four different sources: (1) either faculty or undergraduate students from a private college (Colegio Universitario del Norte) located in the San Juan metropolitan area; (2) alumni from an upper middle class private catholic school (Santa Eduvigis) also from the San Juan metropolitan area; (3) residents in an upper middle class closed neighborhood in the San Juan metropolitan area (Muralla del Monte), their friends and/or extended
family members from the metropolitan area; and (4) residents of upper and middle class neighborhoods from a city (Colinas del Oeste) in the western part of the Island. The names given to the four group samples are fictitious in order to protect the anonymous character of the groups. While questionnaires were given to a wide variety of women in varied places, randomness is not assumed.

Instrumentation

The demographic questionnaire (Appendix C) was used to collect biographical information about the subjects, her parents and her husbands/companions. The research questionnaire (Appendix D) consisted of three sections. The first and second sections used a Likert type scale of: "How frequently?" (Always, Most of the Time, Sometimes, Almost Never & Never) and "What is your degree of agreement with the following statements?" (Strongly Agree, Agree, Somewhat Disagree, Disagree & Strongly Disagree).

In the research questionnaire, daughters were asked to rate the personal characteristics and behaviors of the father, mother, husband or mate and themselves; similarities between father and husband/companion; parents' and mates' childrearing practices, expectations
and teachings; assimilation of father's and mother's teachings; father-daughter relationship; parents and subject marital relationships. Appendix F includes detailed enumeration of the specific questions used to measure each one of the variables assessed in this study.

The questions included in the questionnaire were generated by reviewing the literature and identifying relevant characteristics of the father-daughter relationship and their possible association with the daughter's perceptions of her mate and her marital relationship. Some of the questions were also based on the researcher's personal and professional experience counseling Puerto Rican women with whom she has worked for over ten years.

In the third section of the research questionnaire, the Semantic Differential Scale was used (Osgood, 1957). The 19 concepts of the "differential" were ascertained through ten (10) scales consisting of polar opposite adjectives. All of them were judgmental. The questions included as concepts in the section were those attempting to measure deep and/or unconscious feelings, attitudes, etcetera, about her father, her husband/companion and herself. The questionnaires were first reviewed by the writer's dissertation committee and later submitted to three independent judges for further validation of its
content. The judges selected were all Puerto Ricans who held a doctoral degree in Counseling or Clinical Psychology. Two of them were licensed Psychologists and one a licensed Social Worker. The three of them had over ten years of experience working with Puerto Rican women both in Puerto Rico and the United States. All of them were presently living in the USA but they were all born and raised in Puerto Rico and have spent part of their professional life there.

The independent judges were asked to determine whether the questions were or were not related to the research questions to be investigated and to determine if the questions asked about the husband/companion were equivalent in content and emphasis for those asked for the father. After the judges gave input, the questionnaire was modified and pilot tested among 15 young adult Puerto Rican women. The questionnaires were revised once more after the pilot test. It took about 45 minutes to complete the questionnaires.

Data Gathering

The data for this research were gathered through the administration of two questionnaires. Each participant
received a manila envelope containing an explanatory letter (Appendix B) which introduced the researcher, explained the purpose of the investigation and described the personal characteristics sought for participation in the study. The demographic and the research questionnaire were included in the same envelope. Also included was a sharpened pencil. Each set of questionnaires was assigned a number and color coded according to the regional sub-group. Participants were given three days to return the questionnaire in the sealed manila envelope. No names were required to protect the anonymity of the respondents.

Ten questionnaires were distributed through the mail, others by volunteers (103) and the remainder (32) by the researcher herself. The different methods of distribution were used in order to include women of certain age groups.

The alumni from Santa Eduvigis who were still living in Puerto Rico were the only subjects approached by mail. They were sent a letter explaining the nature of the study and requesting their participation (Appendix A). A pre-addressed pre-stamped postal card was included in which they had to check one of three alternatives: "I wish to participate", "I don't wish to participate" or "I do not qualify for the study". They were also asked to correct any errors in their address.
Seven (7) out of 62 letters sent to the Santa Eduvigis alumni were returned due to problems with the addresses. Only 20 of the postal cards were returned: 12 answered that they wanted to participate, seven (7) did not qualify and one (1) returned the card blank. After the two weeks, the alumni that had not sent the card back were contacted by phone. Many had received the letter but forgot to mail the postal card. Ten (10) of the questionnaires distributed to the Santa Eduvigis participants were mailed with pre-stamped and pre-addressed manila envelopes and 26 were hand delivered and picked up by the researcher. There was a need to do it this way due to the low return of the participation postal cards.

At the Colegio Universitario del Norte a faculty member was assigned to help select the sample. Faculty participation was requested so the questionnaire might be distributed in classes. Student participants were chosen from evening and Saturday groups because those were the ones with a higher number of older students. Participants of the Colegio Universitario del Norte, as well as the ones from Muralla del Monte and Colinas del Oeste were then individually approached and informed about the study
and asked if they were interested in participating, stressing the anonymity and volunteer nature of the study.

The participants from Muralla del Monte were chosen by volunteers who visited all the neighborhood houses explaining the nature of the research and asking if they were interested in participating and if they would like to take one or more questionnaires to give to a friend or extended family member. Thirty-seven questionnaires were distributed in this manner and only four (4) were never returned.

Participants from Colinas del Oeste were also chosen by volunteers who distributed the questionnaire in their neighborhoods and to women at their work sites. They distributed thirty-seven questionnaires having a 100% return with only one questionnaire unanswered.

The study also included five interviews of father-daughter dyads. The father and daughter were interviewed separately. They were used to study how daughters were completing the questionnaire and to investigate the degree of agreement between the father's and the daughter's perceptions of their relationship and the daughter's choice of husband/companion. The interviews were audio-taped to make sure no information was missed. They were used to gain insight as to the relevancy of the questionnaires vis a vis the research questions.
Design

The independent variables were the father's behavior and characteristics as perceived by their daughters. These variables were organized into the following groups: father's child rearing practices and attitudes; quality of the parental marital relationship; sex-role delineation; father's emotional availability; use and abuse of controlled substances; parental divorce or separation and father's pattern of contact after the divorce or separation.

The dependent variable was the nature of the daughter's identified current intimate relationship as reported by her. Some of the demographic variables were the respondent's income, age, education, religion, urban vs. rural origin and/or residence and the number and sex of the participant's siblings.

The demographic information will be presented in descriptive tables giving numbers and percentages. A comparison was made among the four regional groups that formed the sample and those daughters with deceased fathers, divorced parents and the ones with both parents or just the fathers alive. This was done using One-Way Analysis of Variance (ANOVA). Duncan's Multiple-Range Tests were carried out to determine which group or groups
were causing the most differences. A T test was used to determine differences in perception ratings on the Likert scale between fathers and husbands/companions. The data were processed through the use of SPSS-X (Statistical Package for the Social Sciences).
CHAPTER IV

FINDINGS OF THE STUDY

This chapter will present the findings of the study without attempting to derive conclusions or recommendations. These are reserved for the final chapter. The findings will be presented in the order followed for the collection of data: demography of the participants, and salient statistical findings that emerged from the analysis of the results from the two major instruments used.

Socio-Demographic Profile of the Sample

Age of Participants

The sample for this study consisted of 120 women ages 30 to 50. The majority of them (70.0%) are 40 years of age or younger (Table 1) and the mean age was 37.8.
Table 1
Participants' Age Range

N = 120

<table>
<thead>
<tr>
<th>Age Range</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-35</td>
<td>29</td>
<td>24.17</td>
</tr>
<tr>
<td>36-40</td>
<td>55</td>
<td>45.83</td>
</tr>
<tr>
<td>41-45</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td>46-50</td>
<td>16</td>
<td>13.33</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.83</td>
</tr>
</tbody>
</table>
Living Arrangements of Participants

All respondents had an ongoing relationship with a male. Most of the participants reported being married (73.3%). Only a small percent (3.3%) reported living with a companion and a good number of them (23.5%) left the question that specified if their intimate relationship was with a husband or a companion blank (Table 2). Because of how these 25.5% responded it is assumed that most of them were married.

Table 2
Living Arrangements of Respondents
N = 120

<table>
<thead>
<tr>
<th>Living Arrangements</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living with Husband</td>
<td>88</td>
<td>73.3</td>
</tr>
<tr>
<td>Living with Companion</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Did not Specify</td>
<td>28</td>
<td>23.4</td>
</tr>
</tbody>
</table>
Place of Birth and Growing Up of Participants, Their Fathers and Their Husbands/Companions

The majority of the participants were born and raised in the San Juan Metropolitan Area. A majority of the participants were reared in the city (71.7%). This was also true of their husbands/companions (63.3%). On the other hand, many of their fathers (41.7%) grew up in small towns. Among the fathers, 29.7% grew up in a city and 25.83% in a rural area. Information was missing for four (4) fathers and three (3) husbands/companions (Tables 3 & 4). These data reveal that the subjects are very much a part of the Puerto Rican culture.

Table 3

Place of Growing Up of Fathers, Husbands/Companions and Daughters as Reported by Participants

<table>
<thead>
<tr>
<th>Place</th>
<th>Daughter Born</th>
<th>Daughter Raised</th>
<th>Father's Born</th>
<th>Father's Raised</th>
<th>Husb./Comp. Born</th>
<th>Husb./Comp. Raised</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>PR Metro.</td>
<td>49</td>
<td>40.83</td>
<td>60</td>
<td>50.00</td>
<td>21</td>
<td>17.50</td>
</tr>
<tr>
<td>PR North</td>
<td>8</td>
<td>6.67</td>
<td>4</td>
<td>3.33</td>
<td>17</td>
<td>14.16</td>
</tr>
<tr>
<td>PR South</td>
<td>9</td>
<td>7.50</td>
<td>5</td>
<td>4.17</td>
<td>16</td>
<td>13.33</td>
</tr>
<tr>
<td>PR East</td>
<td>4</td>
<td>3.33</td>
<td>1</td>
<td>0.83</td>
<td>9</td>
<td>7.50</td>
</tr>
<tr>
<td>PR West</td>
<td>34</td>
<td>28.33</td>
<td>35</td>
<td>29.17</td>
<td>32</td>
<td>26.67</td>
</tr>
<tr>
<td>PR Center</td>
<td>2</td>
<td>1.67</td>
<td>1</td>
<td>0.83</td>
<td>15</td>
<td>12.50</td>
</tr>
<tr>
<td>PR</td>
<td>6</td>
<td>5.00</td>
<td>6</td>
<td>5.00</td>
<td>6</td>
<td>5.00</td>
</tr>
<tr>
<td>USA</td>
<td>8</td>
<td>6.67</td>
<td>7</td>
<td>5.83</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>0.83</td>
<td>2</td>
<td>1.67</td>
</tr>
</tbody>
</table>
### Table 4

Type of Community where Daughters, Fathers and Husbands/Companions Grew-Up

<table>
<thead>
<tr>
<th>Type of Community</th>
<th>Daughter n</th>
<th>Daughter %</th>
<th>Father n</th>
<th>Father %</th>
<th>Husb./Comp. n</th>
<th>Husb./Comp. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>86</td>
<td>71.67</td>
<td>35</td>
<td>29.17</td>
<td>76</td>
<td>63.33</td>
</tr>
<tr>
<td>Town</td>
<td>16</td>
<td>13.33</td>
<td>50</td>
<td>41.67</td>
<td>31</td>
<td>25.84</td>
</tr>
<tr>
<td>Rural</td>
<td>18</td>
<td>15.00</td>
<td>31</td>
<td>25.83</td>
<td>10</td>
<td>8.33</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0.00</td>
<td>4</td>
<td>3.33</td>
<td>3</td>
<td>2.50</td>
</tr>
</tbody>
</table>

N = 120
Preferred Religion of Participants, Their Fathers and Husbands/Companions

The preferred religion of the participants and their fathers and husbands/companions was Catholicism (daughters=70.8%; fathers=75.8% and husbands/companions=73.3%). This distribution is reported in Table 5.

Table 5

Religious Preference of Daughters Fathers, and Husbands/Companions

<table>
<thead>
<tr>
<th></th>
<th>Educated in</th>
<th>Now</th>
<th>Father</th>
<th>Husb./Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Catholic</td>
<td>111</td>
<td>92.50</td>
<td>85</td>
<td>70.83</td>
</tr>
<tr>
<td>Protestant</td>
<td>7</td>
<td>5.84</td>
<td>12</td>
<td>10.00</td>
</tr>
<tr>
<td>Non-Sectarian</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>0.83</td>
<td>19</td>
<td>15.83</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.83</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Educational Level of Participants, Their Fathers and Husbands/Companions

Over 95% of the participants had completed a college degree and over a third had also pursued graduate studies (35.1%). A substantial number of the fathers also had a college education (51.7%) with a small percent of them having graduate studies (10.0%). The same was true of their husband/companions. Over three quarters of the husbands/companions (85.9%) had completed college work, and (31.7%) graduate work (Table 6).

Table 6
Educational Level

<table>
<thead>
<tr>
<th></th>
<th>Daughter n</th>
<th>Father n</th>
<th>Husb./Comp. n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Grade</td>
<td>0</td>
<td>12.5</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>0</td>
<td>5.8</td>
<td>1</td>
</tr>
<tr>
<td>High School</td>
<td>2</td>
<td>13.3</td>
<td>8</td>
</tr>
<tr>
<td>Technical</td>
<td>3</td>
<td>14.2</td>
<td>4</td>
</tr>
<tr>
<td>Undergrad.</td>
<td>73</td>
<td>41.7</td>
<td>65</td>
</tr>
<tr>
<td>Masters</td>
<td>32</td>
<td>4.2</td>
<td>14</td>
</tr>
<tr>
<td>Doctorate</td>
<td>10</td>
<td>5.8</td>
<td>24</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>2.5</td>
<td>2</td>
</tr>
</tbody>
</table>

N=120
Occupations of Participants, Their Fathers and Husbands/Companions

Occupationally, almost two thirds of the subjects were engaged in professional or technical careers (61.7%). Eighteen point three percent (18.3%) reported their main occupation as housewife. Most of the fathers were in professional or technical careers (35.0%) or were in the business sector (12.5%). The husbands/companions were also mostly in professional or technical careers (54.2%) or were managers, proprietors or officials (16.7%). The distribution of the participants' occupation is reported on Table 7.
Table 7
Occupational Categories of Daughters, Fathers and Husbands/Companions

N = 120

<table>
<thead>
<tr>
<th>Categories</th>
<th>Daughter n</th>
<th>%</th>
<th>Father n</th>
<th>%</th>
<th>Husb./Comp. n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Technical</td>
<td>74</td>
<td>61.7</td>
<td>42</td>
<td>35.0</td>
<td>65</td>
<td>54.2</td>
</tr>
<tr>
<td>Managers/Officials/Proprietors</td>
<td>7</td>
<td>5.8</td>
<td>14</td>
<td>11.7</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>Clerical</td>
<td>9</td>
<td>7.5</td>
<td>8</td>
<td>6.7</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Sales Worker</td>
<td>1</td>
<td>0.8</td>
<td>5</td>
<td>4.2</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Craftperson/Foreperson</td>
<td>1</td>
<td>0.8</td>
<td>5</td>
<td>4.2</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Operatives</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>5.0</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Farmers/Farm Manager</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>2.5</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Farm Laborers</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>4.2</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Laborers</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>4.2</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>5.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Housewives</td>
<td>22</td>
<td>18.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Businessperson</td>
<td>0</td>
<td>0.0</td>
<td>15</td>
<td>12.5</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>Student</td>
<td>4</td>
<td>3.3</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>1.7</td>
<td>5</td>
<td>4.2</td>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Presence of Participants' Parents

Most of the participants have both parents still alive (64.2%). While twenty-six and a half percent (26.7%) have lost their fathers to death, only (6.6%) have lost both parents to death. Sixteen percent (16.7%) of the participants reported that their parents were divorced (Table 8). Over one third (34.4%) of the subjects who had lost their fathers due to death experienced it before they were twenty one years old. Conversely, for most participants the loss of the father due to divorce happened at a very early age. In fact, 63.2% of those who lost their fathers due to divorce did so before age eleven (Table 9). The reason most frequently reported by the participants as cause for their parents divorce were extra-marital affairs of the father (30.0%). Thirty percent (30.0%) of the subjects whose parents were divorced did not specify the reason for the divorce (Table 10).

Forty percent (40.0%) of the participants with divorced parents saw or had contact with their fathers less frequently than once a month (Table 11).
Table 8

Presence of Participants' Parents

N = 120

<table>
<thead>
<tr>
<th>Parental Presence</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Parents Present</td>
<td>77</td>
<td>64.2</td>
</tr>
<tr>
<td>Both Parents Deceased</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Only Deceased Mother</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>Only Deceased Father</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Divorced Parents</td>
<td>20</td>
<td>16.7</td>
</tr>
</tbody>
</table>
Table 9

Age of Daughter at the Time of Fathers' Death and Parents' Divorce

<table>
<thead>
<tr>
<th>Years Old</th>
<th>Father's Death</th>
<th>Parents Divorce</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1 to 5</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>6 - 10</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>11 - 15</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>16 - 20</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>21 - 25</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>26 - 30</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>31 - 35</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>36 - 40</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>41 - 45</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>46 - 50</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Table 10

Cause of Parents' Divorce/Separation as Reported by Daughters

N = 20

<table>
<thead>
<tr>
<th>Cause of Divorce/Separation</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's Extramarital Affairs</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Economic Problems</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Alcoholism/Drug Abuse</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Mutual Agreement</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Home Violence</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Frequent Fights</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>30.0</td>
</tr>
</tbody>
</table>
Table 11
Frequency of Fathers' Visitation after Parents Divorce

\[ N = 16 \]

<table>
<thead>
<tr>
<th>Frequency</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than Once a Week</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Once a Week</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Every Two Weeks</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Once a Month</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Less than Once a Month</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Once a Year</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Less than Once a Year</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>15.0</td>
</tr>
</tbody>
</table>
Longevity of Participants' Relationships with Husbands/Companions

Most of the participants reported long-term relationships with their husbands/companions. Seventy percent (70%) of them reported relationships of eleven years or more. Only 14 (11.7%) of the respondents reported relationships of five years duration or less (Table 12).

Table 12

Longevity of Participants' Relationship with Husbands/Companions

N = 120

<table>
<thead>
<tr>
<th>Years</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 2</td>
<td>14</td>
<td>11.7</td>
</tr>
<tr>
<td>6 to 10</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>11 to 15</td>
<td>25</td>
<td>20.8</td>
</tr>
<tr>
<td>15 or more</td>
<td>59</td>
<td>49.2</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.8</td>
</tr>
</tbody>
</table>
Income of Participants

As a group, the majority of the participants are economically comfortable. Almost eighty two percent (81.7%) reported incomes of $20,000 or more. Only five percent (5.0%) of the cases reported incomes of less than $10,000 (Table 13).

Table 13

Income of Participants and Husbands/Companions

N=120

<table>
<thead>
<tr>
<th>Income</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5000</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>5000 to 9999</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>10000 to 14999</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>15000 to 19999</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>20000 to 24999</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>25000 to 34999</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>35000 to 49999</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>50000 up</td>
<td>54</td>
<td>45.0</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Findings Related to Research Questions

As discussed earlier in the Methodology Section the Research Questionnaire used in this study was divided into two major sections for collecting perceptions— a Likert's Five Point Scale (Sections 1 & 2) and a Semantic Differential (Section 3). The response mode for the Likert Scale consisted of: "How frequently?" (Always, Most of the Time, Sometimes, Almost Never & Never) for some questions (1-63); and "What is your degree of agreement with the following statements?" (Strongly Agree, Agree, Somewhat Disagree, Disagree & Strongly Disagree) for the others. Daughters were asked to rate the personal characteristics and behaviors of the father, husband or mate and themselves; similarities between father and husband/companion; parents and mates childrearing practices, expectations and teachings; assimilation of father's and mother's teachings; father-daughter relationship; parents' and subject's marital relationships. Items in these sections were matched with specific research questions (1-9) in an attempt to statistically determine relationships among variables. Specific questions per category are included in Appendix F.
Questions one to nine were submitted to T tests for independent groups. The total mean score for the fathers on the characteristic measured in each case constituted the dependent variable, while the daughters' choice of husbands/companions was the independent variable. The 0.05 level of confidence was used to test for statistical significance. When comparing the mean scores on the characteristics for the fathers and the husbands/companions a statistical difference was found between the two groups for each one of the characteristics measured. Results clearly indicate differences between respondents' perceptions of husbands/companions and fathers regarding the following variables: Behavioral Characteristics, Childrearing Practices, Marital Relationship, Sex Role Delineation, Emotional Availability, Substance Abuse, Contribution to the Participants Self-Esteem, Levels of Violence and Administration of Discipline (Table 14). The analysis indicated the presence of statistically significant differences between fathers and husbands/companions for the above mentioned characteristics (Appendix F).
Table 14
Summary of Correlation T-Values for Seven Variables Comparing Daughters' Perceptions of Fathers and Husbands/Companions

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>SE</th>
<th>2-Tail Prob.</th>
<th>T</th>
<th>DF</th>
<th>2-Tail Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) F/BC</td>
<td>117</td>
<td>3.5412</td>
<td>.595</td>
<td>.055</td>
<td>.185</td>
<td>.046</td>
<td>116</td>
<td>.004*</td>
</tr>
<tr>
<td>HC/BC</td>
<td></td>
<td>3.7311</td>
<td>.496</td>
<td>.046</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) F/CRP</td>
<td>116</td>
<td>3.0937</td>
<td>.508</td>
<td>.047</td>
<td>.186</td>
<td>.045</td>
<td>115</td>
<td>.000*</td>
</tr>
<tr>
<td>HC/CRP</td>
<td></td>
<td>3.5990</td>
<td>.372</td>
<td>.035</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) F/MAR</td>
<td>116</td>
<td>3.5063</td>
<td>.547</td>
<td>.051</td>
<td>.085</td>
<td>.364</td>
<td>115</td>
<td>.000*</td>
</tr>
<tr>
<td>HC/MAR</td>
<td></td>
<td>3.8016</td>
<td>.540</td>
<td>.050</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) F/SRD</td>
<td>116</td>
<td>2.9124</td>
<td>.561</td>
<td>.052</td>
<td>.102</td>
<td>.278</td>
<td>115</td>
<td>.000*</td>
</tr>
<tr>
<td>HC/SRD</td>
<td></td>
<td>3.2048</td>
<td>.503</td>
<td>.047</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) F/EMAV</td>
<td>117</td>
<td>3.4961</td>
<td>.771</td>
<td>.071</td>
<td>.117</td>
<td>.209</td>
<td>116</td>
<td>.014*</td>
</tr>
<tr>
<td>HC/EMA</td>
<td></td>
<td>3.7486</td>
<td>.869</td>
<td>.080</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) F/DRUG</td>
<td>115</td>
<td>4.3348</td>
<td>.775</td>
<td>.072</td>
<td>.022</td>
<td>.816</td>
<td>114</td>
<td>.000*</td>
</tr>
<tr>
<td>HC/DRUG</td>
<td></td>
<td>3.8884</td>
<td>.498</td>
<td>.046</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) F/SEST</td>
<td>117</td>
<td>3.6849</td>
<td>.750</td>
<td>.069</td>
<td>.145</td>
<td>.120</td>
<td>116</td>
<td>.000*</td>
</tr>
<tr>
<td>HC/SEST</td>
<td></td>
<td>4.2479</td>
<td>.671</td>
<td>.062</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) F/VIOL</td>
<td>117</td>
<td>4.0735</td>
<td>.684</td>
<td>.063</td>
<td>.118</td>
<td>.205</td>
<td>116</td>
<td>.048*</td>
</tr>
<tr>
<td>HC/VIOL</td>
<td></td>
<td>4.2310</td>
<td>.598</td>
<td>.055</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) F/DIS</td>
<td>115</td>
<td>3.2010</td>
<td>.758</td>
<td>.071</td>
<td>.118</td>
<td>.209</td>
<td>114</td>
<td>.000*</td>
</tr>
<tr>
<td>HC/DIS</td>
<td></td>
<td>3.8793</td>
<td>.546</td>
<td>.051</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Level of Confidence= 0.05

1. (F/BC vs. HC/BC): Father's Behavioral Characteristics vs. Husband/Companion Behavioral Characteristic
2. (F/CRP vs. HC/CRP): Father's Childrearing Practices vs. Husband/Companion Childrearing Practices
3. (F/MAR vs. HC/MAR): Parental Marital Relationship vs. Daughter's Marital Relationship
4. (F/SRD vs. HC/SRD): Diffuse vs. Clear Differential Sex-Role Delineation
5. (F/EMAV vs. HC/EMAV): Emotional Availability vs. Emotional Unavailability
6. (F/DRUG vs. HC/DRUG): Drugs/Alcohol Abuser vs. Drugs/Alcohol Non-Abuser
7. (F/SEST vs. HC/SEST): Contributor to Positive Self-Esteem vs. Non-Contributor to Positive Self-Esteem
8. (F/VIOL vs. HC/VIOL): Tendency toward Violent vs. Non-Violent Behaviors
9. (F/DIS vs. HC/DIS): Fathers Administration of Discipline Husbands/Companion Administration of Discipline
Detailed Answers to Research Questions

Question #1

Do daughters choose mates who exhibit behaviors and/or characteristics similar to their father's behaviors and/or characteristics?

It was clearly demonstrated that daughters do not perceive their mates as exhibiting behaviors and/or characteristics similar to their fathers. Results indicate statistically significant differences (<0.004) between the groups, although the means of the behavioral characteristics of fathers and husbands/companions were only 0.1899 apart (Table 14, Variable #1). (Fathers M=3.5412; H/C M=3.7311; T=-2.93; p=.004). This data must be interpreted in its context as 63.24% of the participants perceive their partners as being more similar than not to their fathers.

The daughters of divorced parents present scores which suggest significantly less similarity between fathers and husbands/companions. Even though not significantly different, the mean scores of daughters with deceased fathers fell in between the daughters of divorced fathers and the daughters with fathers still alive (Table 15). Note that on this table lower mean scores indicate a higher degree of similarity between fathers and
husbands/companions, i.e. the scores should be read in reverse order.

Additional support to the prior finding was provided by the analysis of how much influence the father has exerted on the qualities that daughters look for in a man. The data revealed once more that the participants with divorced parents perceive their fathers as exerting less influence in the qualities they look for in a man than the others (Table 16).
Table 15

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"I have always been intimate with men who are my father's exact opposite."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>3.86</td>
<td>*4.16</td>
<td>[3.03]</td>
<td>3.38</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

DECEASED
DIVORCED
PRESENT [*]
Table 16

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to: "My father has influenced the qualities I look for in a man."

**ANOVA**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>*4.57</td>
<td>[3.29]</td>
<td>*5.43</td>
<td>4.92</td>
</tr>
<tr>
<td>Much/Little</td>
<td>*4.67</td>
<td>[3.35]</td>
<td>*5.21</td>
<td>4.81</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>*4.61</td>
<td>[3.18]</td>
<td>*5.29</td>
<td>4.82</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*4.32</td>
<td>[2.94]</td>
<td>*4.92</td>
<td>4.50</td>
</tr>
<tr>
<td>Significant/Insignificant</td>
<td>*4.73</td>
<td>[3.29]</td>
<td>*5.36</td>
<td>4.91</td>
</tr>
<tr>
<td>Reasonable/Unreasonable</td>
<td>(*4.65)</td>
<td>[3.41]</td>
<td>(*5.44)</td>
<td>4.96</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets []. The bracket with an asterisk [*] denotes significant differences among each other besides the simple bracket.
Question #2

Do daughters choose mates whose attitudes and practices about childrearing resemble the father's practices and attitudes?

It was clearly demonstrated that daughters do not perceive that they choose mates whose attitudes and practices about childrearing resemble those of their father's. Results indicate significant differences (<0.000) between the groups, although the means were only 0.5053 apart (Table 14, Variable #2). (Fathers M=3.0937; H/C M=3.5990; T=-9.53; p=0.000)

Question #3

Does the parental marital relationship have any bearing on the daughter's future intimate relationships?

It was clearly demonstrated that daughters do not base their intimate relationships on their parents' marital relationships. Results indicate significant differences (<0.00) between the groups, although the means were only 0.2953 apart (Table 14, Variable #3). (Fathers M=3.5063; H/C M=3.8016; T=-4.33; p=0.000)
Question #4

Does the presence of clear or diffuse sex-role delineation in the parental relationship contribute to the daughter's perception of her mate?

It was clearly demonstrated that the presence of sex-role delineations in the parental relationship does not contribute to the daughter's choice of mate. Results indicate significant differences (<0.000) between the groups, although the means were only 0.2924 apart (Table 14, Variable #4). (Fathers M=2.9124; H/C M=3.2048; T=-4.41; p=0.000)

Question #5

Does the father's emotional availability or unavailability have any relationship to the daughter's perception of her mate?

Daughters apparently do not choose mates based on their fathers emotional availability. Results indicate significant differences (<0.014) between the groups, although the means were only 0.2525 apart (Table 14, Variable #5). (Fathers M=3.4961; H/C M=3.7486; T=-2.50; p=0.014)
Question #6

Does the father's use, non-use or abuse of drugs/alcohol have an impact on the daughter's perception of her mate?

It appears that daughters do not choose mates based on their fathers consumption or lack of consumption of drugs/alcohol. Results indicate significant differences (<0.000) between the groups, however the means were only 0.4464 apart (Table 14, Variable #6). (Fathers M=4.3348; H/C M=3.8884; T=5.85; p=0.000)

Question #7

Does the father's contribution to the daughter's self-esteem have an impact on the daughter's perception of her mate?

According to the responses of the daughters, their father's contribution to their own self-esteem did not have an impact on the daughter's perception of her mate. Results indicate significant differences (<0.000) between the groups, although the means were only 0.5630 apart (Table 14, Variable #7). (Fathers M=3.6849; H/C M=4.2479; T=-6.54; p=0.000)

A further analysis of variance of the means of daughters' ratings in response to the concept "My father helped me develop a positive self-esteem." and the scales
True/False, Much/Little, Positive/Negative, Constructive/Destructive, Pleasant/Unpleasant, Direct/Indirect and Significant/Insignificant revealed significant differences between the groups studied. There were statistically significant differences in (14) of the cases for two of the groups. Daughters of deceased and non-divorced fathers perceived their fathers as exerting a significantly more positive influence on their self-esteem than the daughters of divorced parents. The source of the difference was determined with a Duncan's Multiple-Range Test (Table 17).

Question #8

Does the father's tendency toward violent or non-violent behaviors have any bearing on the daughter's perception of her mate?

According to the respondents' perceptions it was demonstrated that the father's tendency toward violent behaviors does not have any bearing on the daughter's choice of mate. Results indicate significant differences (<0.048) between the groups, but the means were only 0.1575 apart (Table 14, Variable #8). (Fathers M=4.0735; H/C M=4.2310; T=-2.00; p=0.048)
Table 17

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"My father helped me develop a positive self-esteem."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>*5.00</td>
<td>[3.17]</td>
<td>*5.42</td>
<td>5.07</td>
</tr>
<tr>
<td>Much/Little</td>
<td>*5.22</td>
<td>[2.94]</td>
<td>*5.38</td>
<td>4.97</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>*5.55</td>
<td>[3.41]</td>
<td>*5.32</td>
<td>5.07</td>
</tr>
<tr>
<td>Constructive/Destructive</td>
<td>*5.95</td>
<td>[3.47]</td>
<td>*5.54</td>
<td>5.30</td>
</tr>
<tr>
<td>Pleasant/Unpleasant</td>
<td>*5.81</td>
<td>[3.76]</td>
<td>*5.43</td>
<td>5.25</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*4.65</td>
<td>[3.33]</td>
<td>*5.03</td>
<td>4.68</td>
</tr>
<tr>
<td>Significant/Insignificant</td>
<td>*5.23</td>
<td>[3.22]</td>
<td>*5.42</td>
<td>5.03</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

DECEASED

DIVORCED [*]  [*]  

PRESENT
Question #9

Are there any similarities between the father's and mate's styles of discipline?

It appears that there are no similarities between the father's and mates styles of discipline. Results indicate that they were significantly different (<0.000), and the means were only 0.6783 apart (Table 14). (Fathers M=3.2010; H/C M=3.8793; T=-8.26; p=0.000)

Questions one to nine were submitted to T tests for independent groups. When comparing the mean scores on the characteristics for the fathers and the husbands/companions a statistical difference was found between the two groups for each one of the characteristics measured (Table 14, Variable #9).

Comparison of Fathers and Husbands/Companions on
Attitudes About Sexuality

One-Way Analysis of Variance (ANOVA) and reliability analysis procedures were used to test differences among fathers, husbands/companions and daughters with respect to attitudes about sexuality.
Question #10

Does the father's direct or indirect sex education of the daughter have a bearing on the daughter's sexuality and her perception of her mate?

One-way Analysis of Variance was used to test statistical significance among the groups on related behaviors. Once more, according to the respondents, the results indicated that the father's sex education for the daughter does not have any bearing on the daughter's sexuality and/or her choice of mate. There were significant differences between the groups (F=61.7178, p>0.0000) (Table 18). A further analysis of variance of the means of daughters' ratings in response to the concept "My father's teachings about sex were..." and the scales True/False, Positive/Negative, Constructive/ Destructive, Pleasant/Unpleasant and Reasonable/ Unreasonable revealed significant differences between the groups studied. There was a statistically significant difference in eight (8) of the cases for two of the groups. Again, daughters of divorced parents tended to present a more negative perception of their fathers than the other groups. In order to determine the source of the difference a Duncan's Multiple-Range Test was performed (Table 19).
Table 18

Comparison of Fathers', Husbands/Companions' and Daughters' Attitudes and Perceptions of Sexuality

ANOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of SQ</th>
<th>DF</th>
<th>Mean SQ</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>58.7071</td>
<td>116</td>
<td>0.5061</td>
<td>0.0000</td>
<td>0.0000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>87.2031</td>
<td>234</td>
<td>0.3727</td>
<td>0.0000</td>
<td>0.0000</td>
</tr>
<tr>
<td>Between Measures</td>
<td>30.2839</td>
<td>2</td>
<td>15.1419</td>
<td>61.7178</td>
<td>0.0000</td>
</tr>
<tr>
<td>Residual</td>
<td>56.9192</td>
<td>232</td>
<td>0.2453</td>
<td>0.0000</td>
<td>0.0000</td>
</tr>
<tr>
<td>Total</td>
<td>145.9102</td>
<td>350</td>
<td>0.4169</td>
<td>0.0000</td>
<td>0.0000</td>
</tr>
</tbody>
</table>
Table 19

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"My father's teachings about sex were..."

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>3.68</td>
<td>{*3.00}</td>
<td>{*4.30}</td>
<td>3.96</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>3.74</td>
<td>{*2.76}</td>
<td>{*4.37}</td>
<td>4.00</td>
</tr>
<tr>
<td>Constructive/Destructive</td>
<td>*3.94</td>
<td>[2.76]</td>
<td>*4.68</td>
<td>4.22</td>
</tr>
<tr>
<td>Pleasant/Unpleasant</td>
<td>*4.17</td>
<td>[2.71]</td>
<td>*4.62</td>
<td>4.21</td>
</tr>
<tr>
<td>Reasonable/Unreasonable</td>
<td>*3.94</td>
<td>[2.76]</td>
<td>*4.27</td>
<td>3.97</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets []. The bracket with an asterisk {*} denotes significant differences among each other besides the simple bracket.
Differences Among Groups by Location

Differences among the means of the four populations studied: Santa Eduvigis, Muralla del Monte, Colinas del Oeste and Colegio Universitario del Norte were assessed through the analysis of data from the Semantic Differential Section of the Research Questionnaire. Each set of adjectives was considered an item under each question, thus producing multiple questions for each concept. Means for each set of adjectives were computed for individual respondents as well as for the four distinctive groups. The latter were submitted to One-Way Analysis of Variance in order to determine group differences and statistical significance of said differences. Degrees of significance were identified using F ratios. In order to determine which group or groups were causing the difference from one another a Post Hoc analysis was performed using Duncan's Multiple-Range Test. The questions with items that were statistically significant at the 0.05 (DF=3) are presented next.

Regarding the general pattern of relationships with men, the daughters regarded their current relationship as positive. There was a significant difference between the regional groups. The post hoc analysis identified the participants from Santa Eduvigis as significantly
different from the participants from Colinas Del Oeste (Table 20).

Table 20

Means of Daughter's Rating by Sample Groups: Muralla del Monte, Colinas del Oeste, Colegio U. del Norte and Santa Eduvigis on the Semantic Differential Scale in Response to: "The general pattern of my relationships with men has been..."

<table>
<thead>
<tr>
<th>Item #</th>
<th>Muralla del Monte</th>
<th>Colinas del Oeste</th>
<th>Colegio U. del Norte</th>
<th>Santa Eduvigis</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant/Insignificant</td>
<td>5.62</td>
<td>[4.87]</td>
<td>5.25</td>
<td>*5.96</td>
<td>5.40</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

<table>
<thead>
<tr>
<th>M</th>
<th>U</th>
<th>R</th>
<th>A</th>
<th>L</th>
<th>A</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>O</td>
<td>I</td>
<td>N</td>
<td>G</td>
<td>I</td>
<td>O</td>
</tr>
<tr>
<td>C</td>
<td>O</td>
<td>E</td>
<td>L</td>
<td>G</td>
<td>I</td>
<td>S</td>
</tr>
<tr>
<td>E</td>
<td>U</td>
<td>I</td>
<td>G</td>
<td>I</td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>D</td>
<td>V</td>
<td>L</td>
<td>U</td>
<td>A</td>
<td>E</td>
<td>L</td>
</tr>
<tr>
<td>D</td>
<td>V</td>
<td>L</td>
<td>U</td>
<td>A</td>
<td>E</td>
<td>L</td>
</tr>
</tbody>
</table>

MURALLA

COLINAS

COLEGIO

EDUVIGIS [*]
Table 21
Means of Daughter's Rating by Sample Groups: Muralla del Monte, Colinas del Oeste, Colegio U. del Norte and Santa Eduvigis on the Semantic Differential Scale in Response to: "My relationships with other women have been..."

**ANOVA**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Muralla del Monte</th>
<th>Colinas del Oeste</th>
<th>Colegio U. del Norte</th>
<th>Santa Eduvigis</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive/Destructive</td>
<td>*6.07</td>
<td>5.73</td>
<td>[5.35]</td>
<td>*5.88</td>
<td>5.75</td>
</tr>
<tr>
<td>Pleasant/Unpleasant</td>
<td>[*6.07]</td>
<td>5.84</td>
<td>[*5.30]</td>
<td>5.76</td>
<td>5.76</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*5.79</td>
<td>5.18</td>
<td>[4.58]</td>
<td>*5.72</td>
<td>5.31</td>
</tr>
<tr>
<td>Stable/Unstable</td>
<td>[*5.92]</td>
<td>5.51</td>
<td>[*5.11]</td>
<td>5.68</td>
<td>5.56</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets []. The bracket with an asterisk [*] denotes significant differences among each other besides the simple bracket.

---

`M` `C` `C` `E`  
`u` `O` `O` `D`  
`R` `L` `L` `V`  
`A` `I` `E` `I`  
`L` `A` `I` `I`  
`A` `S` `O` `S`  

`MURALLA`  
`C O L I N A S`  
`C O L E G I O [*]`  
`E D U V I G I S`  

---

`M` `C` `C` `E`  
`u` `O` `O` `D`  
`R` `L` `L` `V`  
`A` `I` `E` `I`  
`L` `A` `I` `I`  
`A` `S` `O` `S`  

`MURALLA`  
`C O L I N A S`  
`C O L E G I O [*]`  
`E D U V I G I S`
Regarding relationships with other women, the daughters reported them as positive. However, there was a significant difference between the groups. The post hoc analysis identified the participants from Colegio Universitario del Norte as significantly different from two (2) of the other groups; Muralla del Monte and Santa Eduvigis. They seem to perceive their relationship with other women in more negative terms. They seemed to perceive their relationships with other women as less constructive, less pleasant, less direct and less stable than the other groups. (Table 21).
In terms of loyalty towards husbands/companions, the daughters reported that they were very loyal. All groups' mean scores were over six, suggesting that the participants perceive being faithful to their husbands/companions as very important. The group mean from Colegio Universitario del Norte was significantly different from the group means from Colinas del Oeste, Santa Eduvigis and Muralla del Monte (Table 22).
Table 22

Means of Daughter's Rating by Sample Groups:
Muralla del Monte, Colinas del Oeste, Colegio U. del Norte and Santa Eduvigis on the Semantic Differential Scale in Response to:
"I am/have been faithful to my husband/companion."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Muralla del Monte</th>
<th>Colinas del Oeste</th>
<th>Colegio U del Norte</th>
<th>Santa Eduvigis</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insignificant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stable/</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unstable</td>
<td></td>
<td>[6.27]</td>
<td>6.67</td>
<td>6.65</td>
</tr>
<tr>
<td></td>
<td>*6.75</td>
<td>*6.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [] or {}.

MURALLA
COLINAS
COLEGIO [*] [*]
EDUVIGIS

MURALLA
COLINAS
COLEGIO [*] [*]
EDUVIGIS
In relation to how influential the father has been on the qualities that participants look for in a man, the data suggest that there is some influence, though partial. The mean scores for all the groups tended to go towards the center, but significant differences were found. The group from Colinas del Oeste was significantly different from the groups of Muralla del Monte and Colegio Universitario del Norte. Participants from Colinas del Oeste perceived their fathers as more influential in the qualities they look for in a man (Table 23).

**Differences Among the Groups by Father's Presence, or Reason for Absence**

An additional One-way Analysis of Variance was used to test for differences among the groups of participants whose fathers or both parents are still alive, whose father was deceased and whose parents were divorced following the same procedures used in the section described earlier. Once more the Duncan's Multiple-Range Test was used to pinpoint which group or groups were causing the differences.

Regarding the relationship with their fathers throughout childhood, adolescence and adulthood the data revealed that there were significant differences among the
groups. The daughters with divorced parents consistently made the lowest ratings. These results suggest that the daughters of divorced parents perceived that relationship less favorably than did the subjects whose fathers were dead and whose fathers were not deceased. The daughters of deceased fathers perceived the relationship most favorably (Tables 24, 25 & 26).

Daughters of divorced parents perceived their fathers' teachings about men in a significantly more negative way than the other groups. Daughters with deceased fathers or with fathers or both parents alive perceived their fathers' teachings as neutral or somewhat positive (Table 27).

Analysis of the results of participants' perceptions of their relationships with other women indicate that daughters of divorced parents obtained significantly lower scores than the daughters who had alive non-divorced fathers (Table 28).

The daughters of deceased fathers perceived their husbands/companions as significantly less faithful than the ones whose fathers were still alive. Nevertheless, it is important to point out that most means were over five (5), which indicates that all groups perceived their husbands/ companions as mostly faithful (Table 29).
Table 23

Means of Daughter's Rating by Sample Groups: Muralla del Monte, Colinas del Oeste, Colegio U. del Norte and Santa Eduvigis on the Semantic Differential Scale in Response to:

"My father has influenced the qualities I look for in a man."

**ANOVA**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Muralla del Monte</th>
<th>Colinas del Oeste</th>
<th>Colegio U. del Norte</th>
<th>Santa Eduvigis</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>*4.21</td>
<td>[5.52]</td>
<td>*4.38</td>
<td>5.52</td>
<td>4.92</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

MURALLA

COLINAS [*]

COLEGIO

EDUVIGIS
Table 24

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"As a child my relationship with my father was..."

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much/Little</td>
<td>*6.00</td>
<td>[3.78]</td>
<td>*5.21</td>
<td>5.13</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>*6.22</td>
<td>[3.83]</td>
<td>*5.76</td>
<td>5.55</td>
</tr>
<tr>
<td>Pleasant/Unpleasant</td>
<td>*6.21</td>
<td>[4.11]</td>
<td>*5.79</td>
<td>5.61</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>[*6.17]</td>
<td>[3.94]</td>
<td>[*5.39]</td>
<td>5.32</td>
</tr>
<tr>
<td>Significant/Insignificant</td>
<td>*6.22</td>
<td>[3.89]</td>
<td>*5.82</td>
<td>5.59</td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>*6.17</td>
<td>[4.00]</td>
<td>*5.68</td>
<td>5.51</td>
</tr>
<tr>
<td>Stable/Unstable</td>
<td>*6.22</td>
<td>[3.89]</td>
<td>*5.75</td>
<td>5.55</td>
</tr>
<tr>
<td>Reasonable/Unreasonable</td>
<td>*6.13</td>
<td>[3.89]</td>
<td>*5.69</td>
<td>5.50</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets []. The bracket with an asterisk {*} denotes significant differences among each other besides the simple bracket.
Table 25

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"My relationship with my father during adolescence was..."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much/Little</td>
<td>*4.77</td>
<td>[3.00]</td>
<td>*4.73</td>
<td>4.46</td>
</tr>
<tr>
<td>Positive/ Negative</td>
<td>*5.18</td>
<td>[3.11]</td>
<td>*5.14</td>
<td>4.82</td>
</tr>
<tr>
<td>Constructive/ Destructive</td>
<td>*5.27</td>
<td>[3.06]</td>
<td>*4.92</td>
<td>5.03</td>
</tr>
<tr>
<td>Pleasant/ Unpleasant</td>
<td>*5.47</td>
<td>[3.06]</td>
<td>*5.26</td>
<td>4.96</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*5.00</td>
<td>[3.11]</td>
<td>*4.82</td>
<td>4.58</td>
</tr>
<tr>
<td>Significant/ Insignificant</td>
<td>*4.77</td>
<td>[3.18]</td>
<td>*5.26</td>
<td>4.84</td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>*4.82</td>
<td>[3.18]</td>
<td>*5.15</td>
<td>4.78</td>
</tr>
<tr>
<td>Stable/Unstable</td>
<td>*5.14</td>
<td>[3.00]</td>
<td>*5.21</td>
<td>4.84</td>
</tr>
<tr>
<td>Reasonable/ Unreasonable</td>
<td>*5.00</td>
<td>[3.00]</td>
<td>*5.15</td>
<td>4.79</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

DECEASED
DIVORCED [*] [ * ]
PRESENT
Table 26

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to: "As an adult my relationship with my father is/was..."

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much/Little</td>
<td>*5.83</td>
<td>[3.59]</td>
<td>*5.47</td>
<td>5.23</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>*5.83</td>
<td>[3.88]</td>
<td>*5.88</td>
<td>5.56</td>
</tr>
<tr>
<td>Constructive/Destructive</td>
<td>*6.12</td>
<td>[3.76]</td>
<td>*5.81</td>
<td>5.52</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*5.71</td>
<td>[3.65]</td>
<td>*5.71</td>
<td>5.38</td>
</tr>
<tr>
<td>Significant/Insignificant</td>
<td>*6.00</td>
<td>[3.76]</td>
<td>*5.72</td>
<td>5.45</td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>*6.17</td>
<td>[3.47]</td>
<td>*5.76</td>
<td>5.46</td>
</tr>
<tr>
<td>Stable/Unstable</td>
<td>*6.22</td>
<td>[2.94]</td>
<td>*5.85</td>
<td>5.45</td>
</tr>
<tr>
<td>Reasonable/Unreasonable</td>
<td>*6.21</td>
<td>[3.06]</td>
<td>*5.86</td>
<td>5.47</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ]. The bracket with an asterisk [*] denotes significant differences among each other besides the simple bracket.
Table 27
Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"What my father taught me about men is..."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much/Little</td>
<td>*4.76</td>
<td>[2.25]</td>
<td>*4.06</td>
<td>3.93</td>
</tr>
<tr>
<td>Positive/</td>
<td>*5.05</td>
<td>[3.31]</td>
<td>*5.00</td>
<td>4.76</td>
</tr>
<tr>
<td>Negative</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive/</td>
<td>*5.38</td>
<td>[3.63]</td>
<td>*5.10</td>
<td>4.94</td>
</tr>
<tr>
<td>Destructive</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant/</td>
<td>*5.14</td>
<td>[3.50]</td>
<td>*4.93</td>
<td>4.76</td>
</tr>
<tr>
<td>Unpleasant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*4.90</td>
<td>[*3.56]</td>
<td>4.47</td>
<td>4.42</td>
</tr>
<tr>
<td>Significant/</td>
<td>*5.33</td>
<td>[3.75]</td>
<td>*5.00</td>
<td>4.88</td>
</tr>
<tr>
<td>Insignificant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>*4.86</td>
<td>[3.50]</td>
<td>*5.01</td>
<td>4.76</td>
</tr>
<tr>
<td>Reasonable/</td>
<td>*4.86</td>
<td>[3.50]</td>
<td>*5.16</td>
<td>4.85</td>
</tr>
<tr>
<td>Unreasonable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ]. The bracket with an asterisk [*] denotes significant differences among each other besides the simple bracket.
Table 28

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to: "My relationships with other women have been..."

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive/Negative</td>
<td>*5.44</td>
<td>[4.78]</td>
<td>*5.74</td>
<td>5.53</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

DECEASED

DIVORCED [*] [*]

PRESENT
Table 29

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to: "My husband/companion is/has been faithful."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>[4.83]</td>
<td>5.74</td>
<td>*6.19</td>
<td>5.83</td>
</tr>
<tr>
<td>Much/Little</td>
<td>[5.17]</td>
<td>5.89</td>
<td>*6.32</td>
<td>6.02</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>[5.17]</td>
<td>5.89</td>
<td>*6.35</td>
<td>6.03</td>
</tr>
<tr>
<td>Constructive/Destructive</td>
<td>[4.87]</td>
<td>5.58</td>
<td>*6.27</td>
<td>5.87</td>
</tr>
<tr>
<td>Pleasant/Unpleasant</td>
<td>[4.87]</td>
<td>5.74</td>
<td>*6.17</td>
<td>5.83</td>
</tr>
<tr>
<td>Significant/Insignificant</td>
<td>[5.09]</td>
<td>5.84</td>
<td>*6.44</td>
<td>6.06</td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>[4.74]</td>
<td>5.72</td>
<td>*6.14</td>
<td>5.78</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

DECEASED

DIVORCED

PRESENT
Responses to question 160 were previously analyzed statistically to compare the four sample groups (Santa Eduvigis, Muralla del Monte, Colinas del Oeste & C. Universitario del Norte; pages 83-85). Here again, all groups obtained mean scores over six (6) which suggests once more that participants perceive it as positive to be faithful to their husbands/companions. Participants whose fathers were alive and non-divorced obtained significantly higher scores than the other two groups. They perceived faithfulness to their mate as constructive, fair and reasonable. The group whose parents were divorced obtained the lowest mean scores for "fair" and "reasonable" (Table 30).

Daughters' perception of their sexual activity level was mostly positive for all groups. A look at their scores related to their perceptions on the issue shows that the group whose fathers were alive had significantly higher scores. Daughters of deceased and divorced fathers had significantly lower scores (Table 31).

Participants whose parents were divorced perceived their fathers significantly much less as an authority figure than the daughters of deceased fathers or the ones whose fathers were alive and at home. Interestingly, even though not statistically significant in all the items for this question, the daughters of deceased fathers obtained
higher group means than the ones whose fathers were still with them, i.e., they attributed more authority to dead fathers than to alive fathers (present or not at home). The mean scores for these two groups tended to converge in the central scores (4 & 5) which may suggest that all fathers were perceived as an authority figure in a similar way (Table 32).

Table 30

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to: "I am/have been faithful to my husband/companion."

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>*6.30</td>
<td>*6.29</td>
<td>(6.77)</td>
<td>6.59</td>
</tr>
<tr>
<td>Reasonable/ Unreasonable</td>
<td>6.43</td>
<td>(6.33)</td>
<td>*6.76</td>
<td>6.62</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets []; [] or ()

D E C E A S D P R E S E N T
D E C E A S D P R E S E N T
D E C E A S D P R E S E N T
D E C E A S D P R E S E N T
DECEASED [*]
DIVORCED ([*])
PRESENT [*] [*]
Table 31

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to:
"My sexual activity level has always been..."

ANOVA

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive/Negative</td>
<td>*5.26</td>
<td>*5.68</td>
<td>[6.10]</td>
<td>5.80</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ].

DECEASED
DIVORCED
PRESENT [*] [*]
Table 32

Means of Daughter's Rating by Groups with Deceased, Divorced and Present Fathers on the Semantic Differential Scale in Response to: "My father was the maximum authority figure at home."

**ANOVA**

<table>
<thead>
<tr>
<th>Item #</th>
<th>Deceased Fathers</th>
<th>Divorced Parents</th>
<th>Father Present</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>True/False</td>
<td>*5.39</td>
<td>[2.53]</td>
<td>*5.33</td>
<td>4.92</td>
</tr>
<tr>
<td>Much/Little</td>
<td>*5.42</td>
<td>[2.65]</td>
<td>*5.34</td>
<td>4.95</td>
</tr>
<tr>
<td>Positive/Negative</td>
<td>*5.35</td>
<td>[2.06]</td>
<td>*4.90</td>
<td>4.56</td>
</tr>
<tr>
<td>Constructive/Destructive</td>
<td>*5.22</td>
<td>[2.47]</td>
<td>*4.94</td>
<td>4.62</td>
</tr>
<tr>
<td>Pleasant/Unpleasant</td>
<td>*5.17</td>
<td>[2.53]</td>
<td>*4.84</td>
<td>4.55</td>
</tr>
<tr>
<td>Direct/Indirect</td>
<td>*5.35</td>
<td>[2.59]</td>
<td>*5.20</td>
<td>4.83</td>
</tr>
<tr>
<td>Significant/Insignificant</td>
<td>*5.43</td>
<td>[2.47]</td>
<td>*5.44</td>
<td>5.00</td>
</tr>
<tr>
<td>Fair/Unfair</td>
<td>*4.86</td>
<td>[2.71]</td>
<td>*4.76</td>
<td>4.46</td>
</tr>
<tr>
<td>Stable/Unstable</td>
<td>*5.27</td>
<td>[2.53]</td>
<td>*5.06</td>
<td>4.70</td>
</tr>
<tr>
<td>Reasonable/Unreasonable</td>
<td>*5.08</td>
<td>[2.76]</td>
<td>*4.77</td>
<td>4.53</td>
</tr>
</tbody>
</table>

Note: An asterisk (*) denotes statistically significant differences between the groups within the simple brackets [ ]. The bracket with an asterisk [*] denotes significant differences among each other besides the simple bracket.

DECEASED

DIVORCED [*] [ *]

PRESENT
Several statistical analyses were attempted in reference to questions #11 to #15 but reliable results could not be obtained due to the small number of absent fathers in the sample. Only 11 of the participants had a deceased father and only 16 had divorced parents before age 20.

Question #11

Does the father's absence from home have any bearing on the daughter's perception of her intimate relationships?

Question #12

Does the daughter's age at the time of the father's absence from home make any difference in her selection of a heterosexual mate?

Question #13

Does the reason for the father's absence or separation make any difference in the daughter's perception of husband/companion?
Question #14

Does the father's pattern of contact with the daughter, following departure, make any difference in her perception of the husband/companion?

Question #15

Does the presence of a step-father make any difference in the daughter's perception of her husband/companion?
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter will discuss research findings. Salient perceptions of daughters about their fathers' and husbands'/companions' behaviors and characteristics will be compared and interpreted.

Research Rationale and Design

The main purpose of this exploratory study was to examine the possible relationship between fathers and their daughters' selection of husband/companion within the Puerto Rican culture as perceived by the participants. The assumptions that provided focus to the study, as well as the research questions to be answered, evolved from the literature reviewed. A series of theories in psychology suggest that fathers play an important role in their daughters' choice of intimate relationships (Freud, Appleton & Leonard).

The discussion of the findings and the conclusions will be presented in the order followed for the collection

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of information: demography of the participants, and salient statistical findings that emerged from the analysis of the results. Answers to each of the posed research questions will be provided. An attempt will be made to discuss each finding vis-a-vis the relevant research.

Conclusions

The sample for this study consisted of 120 women ages 30 to 50. Most of them were 40 years of age or younger with 37.8 the mean age. All respondents had an ongoing relationship with a male. Most of the participants (73.3%) reported being married. Only a small percent (3.3%) reported living with a companion to whom they were not married while 23.4% left the question blank. Contact with the population would indicate that most were probably married. Most of the participants were born and raised in the San Juan Metropolitan Area or were reared in a city. This was also true of their husbands/companions. On the other hand, many of their fathers grew up in small towns.

The preferred religion of the participants, their fathers and husbands/companions was Catholicism. It is interesting to note that as adults the participants'
practice of Catholicism decreased, while the practice of Protestantism increased (almost doubled). The numbers reporting no practice of religion also increased drastically, suggesting a decrease in "religious practice or religiosity" among these women in their adulthood.

Over 95% of the participants had completed a college degree and over a third had also pursued graduate studies. A substantial number of the fathers also had a college education, with a small percent of them having completed graduate studies. Over three quarters of their husbands/companions had completed college work and graduate work. These findings indicate a relatively educated group of Puerto Ricans. It should be noted that the average schooling for Puerto Ricans is eighth grade; so the respondents and their husbands/companions seem better prepared than the average Puerto Rican. This was the population to be studied and that goal was attained. Even though there is an apparent distance between fathers and husbands/companions regarding educational level it is important to note that for their generation group, the fathers, indeed, were above the average of the Puerto Rican male. Education levels of fathers and mates were very similar.

Occupationally, almost two thirds of the daughters were engaged in professional or technical
careers. Only a few (18.3%) reported their occupations as primarily housewives. Most of the fathers were in professional or technical careers or were in the business sector. The husbands/companions were also mostly in professional or technical careers or were managers, proprietors or officials. Again, this was very much expected. Fathers and husbands/companions appeared quite similar in both education and occupational categories.

Most of the participants have both parents still alive. Only 20 have lost their fathers to death and only eight (8) have lost both parents to death. Sixteen percent of the participants reported that their parents were divorced. Over one third of the subjects who had lost their fathers due to death experienced it before they were twenty one years old. For most participants the loss of the father due to divorce happened at a very early age. In fact, most of those who lost their fathers due to divorce, did so before age eleven. The reason most frequently reported by the participants as cause for their parents' divorce was extra-marital affairs of the father. Thirty percent of the subjects whose parents were divorced did not specify the reason for the divorce. The majority of the participants with divorced parents saw or had contact with their fathers less frequently than once a month. 

Hetherington (1972) found that daughters who
suffered early father absence due to divorce or death tended to have difficulty interacting appropriately with male figures. Daughters of divorced parents showed lower self-esteem than the other two groups (deceased fathers & intact families). Kalter, Reimer & Brickman (1985) did not find a significant difference between the daughters of divorced parents and daughters of intact families in terms of academic achievement, amount of dating, self esteem and current life satisfaction. Nevertheless, the divorce group perceived males as more unfeeling and less strong and were less certain about having a long lasting marriage. Fish & Biller (1973) found a significant correlation between high paternal nurturance and daughters' high adjustment scores.

Most of the participants reported long-term relationships with their husbands/companions. Seventy percent (N=84) of them reported relationships of eleven years or more. This finding sharply departs from the current statistics depicting divorce in Puerto Rico. Only 14 of the respondents reported relationships of five years duration or less. There was a striking resemblance among participants and their parents. The nature of the relationship was not as clear as the fact that it was long term but finding that out did not fall within the scope of this study.
As a group, the majority of the participants are economically comfortable. Almost eighty two percent reported incomes of $20,000 or more. Only five percent of the cases reported incomes of less than $10,000. For Puerto Rico this represents a deviation from the "typical" Puerto Rican family of an average income of $15,000 and over 60% of the families receiving some kind of public assistance.

Findings Pertaining to Comparisons Between Fathers' and Husbands/Companions' Characteristics and Behaviors

Participants were asked to rate the personal characteristics and behaviors of their father, husband/mate and themselves. This was done to inquire whether there were similarities between father and husband/mate companion; to determine parents' and mates' childrearing practices, expectations and teachings; their assimilation of father's and mother's teachings; their father-daughter relationship; their parents' and their own marital relationships. Statistically significant differences were found between the two groups (fathers and husbands/companions) for each one of the characteristics measured.
Answers to Research Questions

Analysis of responses to the questions specifically asking about characteristics and behaviors of the fathers and husbands/companions of the participant's perceptions indicates that daughters do not choose mates exhibiting behaviors and/or characteristics similar to their fathers. On the other hand, analysis of other questions directly asking the daughters about resemblances between the two, most of the participants seemed to perceive their partners as being more similar than not to their fathers. Conversely, the daughters of divorced parents reported significantly less similarity between fathers and husbands/companions. Even though not significantly different, the mean scores of daughters with deceased fathers fell in between the daughters of divorced fathers and the daughters with fathers still alive. Additional support to the prior finding was provided by the analysis of how much influence the father has exerted on the qualities that daughters look for in a man. The data revealed once more that the participants with divorced parents perceive their fathers as exerting less influence in the qualities they look for in a man than the others. Information extrapolated from the open question tended to confirm these general findings. For example: 20
participants out of the 97 (20.6%) answered that fathers had not exerted any influence in their selection of husband/companion. Nevertheless, most of the participants who answered the question indicated that they selectively chose men who exhibited characteristics similar to the ones they liked about their fathers. They also rejected men who exhibited characteristics similar to ones they disliked most about their fathers. The women who participated in the oral interviews reported similar choices.

Results on question #2 demonstrated that daughters do not choose mates whose attitudes and practices about childrearing styles and discipline resemble those of their father's. Oral interviews of fathers and daughters suggest little father's direct participation in childrearing activities. In most cases fathers' participation was mostly related to social activities like sports, trips and driving them to and from activities. Fathers were also perceived as disciplinarians and rule setters. Only one of the fathers reported considerable involvement in daily activities of his children.

Statistical analysis clearly demonstrated that daughters do not base their intimate relationships on their parents' marital relationships. These findings were supported by the open question and oral interviews. Only
five (5) of the participants stated that they have looked forward to building a relationship as good as their parents.

It was clearly demonstrated that the presence of sex-role delineations in the parental relationship does not contribute to the daughter's choice of mate. The discussion question as well as the oral interviews appear to support this finding. In their answers, most participants did not acknowledge clear sex-role assignments in their families even though fathers tended to be more active in some tasks than in others. For example, most of the participants indicated that their fathers would perform most household chores on special occasions but they were not part of their regular routine. Only five (5) participants clearly stated that their fathers were "machistas" and that they strongly rejected that attitude by looking for mates who believed in a more egalitarian relationship.

The data analysis demonstrated that daughters do not choose mates based on their fathers' emotional availability nor on the father's contribution to the daughter's self-esteem. Only few of the participants addressed these issues on the open question. Four of them stated that their fathers had taught them to value themselves which had helped them to trust their abilities
and learn to demand respect ("darse a respetar"). Conversely seven (7) participants stated that their fathers were emotionally withdrawn which created insecurity in them and made them also emotionally withdrawn. Three of the subjects chose mates with the opposite characteristic (emotionally expressive).

Results suggested that daughters do not choose mates based on their fathers' consumption of drugs/alcohol. Only four (4) of the participants stated that their fathers had problems with alcohol. One of them stated that her father had contributed to her insecurity in herself and another one stated that she distrusted any person who drinks. The two others chose husbands that are non-drinkers.

Once more, the statistical analysis suggested that daughters did not perceive the sexual education they received from their fathers as having any bearing on their sexuality and/or their choice of mate. Nevertheless the five (5) participants who were orally interviewed, stated not having received any sexual education from their fathers and very limited, if any, from their mothers. They expressed that sex was a taboo theme at their parents home. Two of them expressed that the lack of sexual education created problems in their relationships and that they had to learn and re-educate themselves. The open
question also confirms the lack of the fathers' participation in sexual education. Six (6) of the participants reported a negative effect of the fathers' overt concern over their virginity. Some participants noted on the questionnaires that they did not perceive any impact from their fathers in their sexual education because there was "no education". The discrepancy between the statistical analysis, the information obtained from the interviews and the open question may be the result of participants equating lack of sexual education to lack of influence.

Regarding the general pattern of relationships with men the data demonstrated that these tend to be evaluated positively by the subjects. The participants from Santa Eduvigis were found to be significantly different from the participants from Colinas Del Oeste.

Regarding relationships with other women the data clearly demonstrated that these tend to be evaluated very positively by the subjects. The participants from Colegio Universitario del Norte were found to be significantly different from the other three groups. They seem to perceive their relationship with other women in more negative terms. They seemed to perceive their
relationships with other women as less constructive, less pleasant, less direct and less stable than the other groups.

In terms of loyalty towards husbands/companions the data clearly demonstrated that subjects have high regard for this value. All groups scores suggested that the participants perceive it as very significant and stabilizing to remain faithful to their husbands/companions. The most diverse group, Colegio Universitario del Norte, was found significantly different from the groups from Colinas del Oeste and Santa Eduvigis but still their answers in the semantic differential fell within the positive side.

In relation to how influential the father has been on the qualities that participants look for in a man, the data suggest that there is some influence though only partial. All the groups tended to mark in the center of the scale, but significant differences were found. The group from Muralla del Monte was significantly different from the groups of Colinas del Oeste and Santa Eduvigis. The group from Colegio Universitario del Norte was significantly different from the group Colinas del Oeste.

Regarding the relationship with their fathers throughout childhood, adolescence and adulthood, the data revealed that there were significant differences among the
groups. The daughters with divorced parents consistently gave the lowest ratings, understandably given the high father absenteeism within these families. These results suggest that the daughters of divorced parents perceived that relationship less favorably than did the subjects whose fathers were dead and whose fathers were not deceased. The daughters of deceased fathers perceived the relationship most favorably. These results coincide with the ones reported by Katenbaum & Stone (1976). They found that the daughters of deceased fathers tend to perceive them more favorably than the daughters of divorced or present fathers. Both Appleton and Leonard postulate in their theories that women who have been deserted by their fathers tend to have difficulty developing functional and stable relationships. Appleton also states that some women develop considerable anger toward men.

Regarding the similarity between the daughters' choice of partner with their fathers, most participants perceive their partners as being more similar than not to their fathers (even though the similarity is not statistically significant). The daughters of divorced parents present scores which suggest significantly less similarity between fathers and husbands/companions. Even though not significantly different, the mean scores of
daughters with deceased fathers fall in between the two other groups.

The results of the statistical analysis of the relationship between the variables measured support the findings about the participants with divorced parents which were mostly also absent. They perceive their fathers as exerting significantly less influence in the qualities they look for in a man than the daughters of deceased fathers or the daughters with fathers present.

Daughters of divorced parents perceived their fathers' teachings about men in a significantly more negative way than the other groups. Daughters with deceased fathers or with fathers or both parents alive perceived their fathers' teachings as neutral or somewhat positive. In this research almost all divorced fathers were also absent fathers (70% saw their fathers once a month or less) since an early age (62.4% were divorced before the daughters were 11 years old). These results support the ones reported by Hetherington (1972). He found that daughters with absent fathers had difficulty relating to males. Freud, Appleton and Leonard coincide in their theories that the lack of fathers' presence may cause a series of dysfunctional heterosexual behaviors in women.
Participants' perceptions of their relationships with other women indicate that daughters of divorced parents obtained significantly lower scores than the daughters who had alive non-divorced fathers.

The daughters of deceased fathers perceived their husbands/companions significantly less faithful than the ones whose fathers were still alive. Nevertheless, all groups perceived their husbands/companions as mostly faithful. Participants perceive it as positive to be faithful to their husbands/companions. Participants whose fathers were alive and non-divorced obtained significantly higher scores than the other two groups. They perceived faithfulness to their mate as constructive, fair and reasonable.

Daughters' perception of their sexual activity level was mostly positive for all groups. The group whose fathers are alive had significantly higher scores. Daughters of deceased fathers had significantly lower scores.

Participants whose parents were divorced perceived their fathers significantly much less as an authority figure than the daughters of deceased fathers or the ones whose fathers were alive and at home. Interestingly, even though not statistically significant in all the items for this question, the daughters of deceased fathers obtained higher group means than the ones whose fathers were still
with them, i.e., they attributed more authority to dead fathers than to alive fathers (present or not at home). In one of his studies, Hetherington (1972) found that daughters of deceased fathers tended to idealize them. The mean scores for these two groups tended to converge in the central scores (4 & 5) which may suggest that the fathers are not perceived as strong authority figures. These results contrast deeply with most studies on the Puerto Rican culture which generally state that fathers are the authority of the family (Mintz, 1975; Torres-Matullo, 1976; Nieves Falcón, n.d.; Rodriguez, 1982).

Briefly stated it appears that well-educated, married, healthy and employed Puerto Rican women perceive fathers as exerting limited influence on their choice and relationship with their husbands/companions. This does not imply that they the did not perceive any father influence on their choice of mate but rather that they did not perceive his influence as a strong one. The questionnaires and scaling techniques used in the study may have led to the statistical differences, masking the similarities which were reported in a general sense in the data and follow up interviews. For example, in terms of background, education and occupation fathers and husbands/companions presented strong similarities.
Recommendations for Further Research

The results and process of this research generated some ideas for further investigation.

1. There is a need for research that would explore childrearing practices within the Puerto Rican culture. The research should expand across different socioeconomic strata and should explore both fathers' and mothers' role.

2. Future research should include an exploration of the mother's role in the daughter's choice of mate, should expand the population studied and should be more of a cross-section to include more subjects that are children of divorced or deceased fathers. Greater numbers will allow a more in depth statistical analysis.
3. The questionnaire could be improved by adding more open ended questions. The word "intimate", which is used several times, should be replaced since many participants interpreted it as referring only to sexual relations.

4. The opposite adjectives on the Semantic Differential should be mingled in terms of their directionality to avoid the participants tendency to mark only on one side. The number of adjectives used for each item should be reduced since many of the subjects found it confusing.

5. Longitudinal research is needed to explore if there is a developmental pattern in the subjects parental relationships and how this may relate to their relationship with their mates.

Implications for Clinicians

1. Daughters of divorced parents may have difficulties in their intimate heterosexual relationships especially if the father became an
absent figure after the divorce and if it happened early in the daughter's life.

2. Daughters of deceased fathers may have idealized the father figure having a less realistic approach in their relationships with their mates.
APPENDIX A

Materials Used to Solicit Participation in the Research
Dear Fellow Alumna:

I am not sure if you will remember me, I am Carmencita Rullan, the tone deaf choir singer of the Class '70. My sister and I were the only students distinguished with the great honor of being excused from the all time favorite Gregorian Chants Class.

At the present time I am at the University of Massachusetts finishing a doctorate in Psychology with a major in counseling. As part of my thesis, I have prepared a questionnaire and I need volunteers to answer it. My research will explore various aspects of the relationship between the Puerto Rican woman and their father and husband or companion. I chose this subject because I believe it is important to study in more depth different aspect of women in our society.

Since most of the existing studies concerning the Puerto Rican woman study the low class and/or country woman, I decided to use middle and upper class women with a college degree.

The sample delimitations are: women between the ages 30 to 50, that have an ongoing relationship, at the present time, that has lasted at least a year with a husband or companion.

Companion is the man with whom during a year or more you had an emotional and intimate relationship. It must be a relationship in which the couple is committed to each other.

Attached you will find a self addressed, self stamped postcard with my address in Puerto Rico on one side and on the other side your address with choices for you to check; so I can know if you want to participate or not and/or if you qualify for this study. Please answer it as soon as possible and do mail it so I can learn of your decision. Feel free to correct and update your address. Also, you can write your telephone number, if you so wish.

The questionnaires are written in Spanish and you will use check marks to answer them. It should take approximately 45 minutes. They are completely confidential and you don not need to identify yourself. In the beginning the questionnaires will be numbered and I will be the only one to have the numbering code. Once I received them back, to guarantee the participant anonymous status, the code will be destroyed.
I believe it is important to make clear that there are going to be other groups besides the school alumni and the school name would not be mentioned under any circumstances.

I will mail the questionnaires in two weeks. Inside you will find a self stamped envelope with my address in Puerto Rico. I am going to the islands for a couple of weeks sometime between the last week of January and the first week of February to pick up the questionnaires.

If you have any question, feel free to call me at: (413) 549-0988. If I am not home please leave a message in my answering machine. Weekends are the best time to reach me.

Once I finished my research, if the participants wish it, I can make a presentation of the study findings in the next alumnae reunion, since I will move back to Puerto Rico once I finish my studies.

That's all folks. Let me hear from you real soon.

Thanks a lot,

CARMENCITA RUL-LAN

PLEASE PLEASE PLEASE

SAY YES YES YES

AND

ANSWER P.D.Q

THANK YOU
Querida compañera de Vedruna,

No se si te acuerdas de mi, soy Carmencita Rul-lán, la que sacaba al coro de tono, de la clase del 70. Junto con mi hermana Lizette guardo el "gran honor" de encontrarme entre las dos únicas alumnas que fueron "eximidas" de las muy divertidas clases de canto gregoriano del colegio.

En estos momentos me encuentro en la Universidad de Massachusetts terminando un doctorado en Consejería Psicológica. Te escribo porque ya estoy en la etapa de la tesis y necesito voluntarias que respondan a un cuestionario que he desarrollado como parte de la misma. La investigación que voy a llevar cabo explora diferentes aspectos de la relación de la mujer puertorriqueña con su padre, y con su esposo o compañero. Escogí este tema porque creo que es importante investigar mas a fondo diferentes aspectos de la mujer en nuestra sociedad. Decidí hacer la investigación con una muestra de mujeres con estudios universitarios de clase media y alta ya que la mayoría de los estudios sobre la mujer en Puerto Rico estudian a la mujer pobre o campesina.

Las delimitaciones de la muestra incluye: mujeres entre 30 y 50 años que al presente tengan un esposo o compañero con el que hallan sostenido una relación permanente por un año o más.

Compañero= es aquel hombre con quien usted ha estado relacionada emocional, íntima y sexualmente por un año o más. Es una relación de compromiso mutuo entre los miembros de la pareja.

Adjunto vas a encontrar una tarjeta presellada, con mi dirección de Puerto Rico y al reverso tu dirección junto a las alternativas que me indican si deseas y/o no cualificas para participar en este estudio. Contéstala, a la brevedad posible, y por favor enviámela para saber tu decisión. También corrige cualquier error o cambio de dirección y si lo deseas incluye tu teléfono.
Los cuestionarios están en español, se contestan con "check marks" y toma aproximadamente 45 minutos llenarlos. Son totalmente confidenciales ya que no requieren identificación alguna. Inicialmente, a cada uno se le va asignar un número del cual solamente yo sabré la clave. Una vez los reciba todos, la clave se destruirá para garantizar el anonimato de las participantes. Creo importante aclarar que la muestra va a incluir otros grupos además de las ex-alumnas del colegio y el colegio no va a ser identificado en ningún momento. Los cuestionarios se enviarán en dos semanas por correo con un sobre presellado con mi dirección de Puerto Rico. Yo voy a ir a la isla, por par de semanas, entre finales de enero y principios de febrero para recogerlos.

Si tienes alguna pregunta o duda puedes conseguirme en el siguiente teléfono: (413) 549-0988. Si no estoy en casa, me puedes dejar un mensaje en la máquina. El mejor momento para conseguirme es durante el fin de semana.

Una vez terminado el estudio, si las participantes así lo quieren, puedo hacer una presentación sobre los resultados del mismo en la próxima reunión de las ex-alumnas ya que cuando termine mis estudios, regreso a Puerto Rico en forma permanente.

Bueno ya no doy más lata. **ESPERO OIR DE TODITAS MUY PRONTITO.**

Muchas gracias,

Carmencita Rul-lán

**BENDITO** **BENDITO** **BENDITO** **BENDITO** **BENDITO**

Di que SI. Di que SI. Di que SI.

YYYYYYYYYYYY

**CONTESTA PRONTOOOOOOOOOOOOOOOO!!!!!!!!!!!!**

GGGGGGGGGGRRRRRRRRRAAAAAAAAAACCCCCCCCIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIAAAAAAAASSSS
APPENDIX B
Consent Form
Dear participant:

I would like to introduce myself, I am Carmen Rullán, a doctoral student of the university of Massachusetts in Amherst, Massachusetts. I intend to study in my dissertation some elements of the family of origin and its impact in the intimate relationships of the Puerto Rican woman.

Attached you will find two questionnaires. The first one compiles demographic data. The second one has three sections that will explore your feelings, perceptions and opinions regarding the family and the heterosexual relationships of the Puerto Rican woman.

Please note that each section answer different questions. Some of the statements are written in the present and in the past tense. When you answer them keep in mind if the event only belonged to your past and/or also to your present. If you wish to specify that the event belonged only to your past or your present, you may do so by writing a commentary on the margin. Also you will note that many questions make reference to your husband/companion. Companion, in this study, means the man with whom for a year or more you had an intimate relationship, are sexually active and there is a commitment to the relationship.

Please read carefully each question and answer all the questions even the ones you don't feel like answering. Write all your answers in the questionnaires as well as any pertinent explanation. Some questions compare the sons and daughters rearing. If you have children of the same sex or do not have any, write NON APPLICABLE (N/A). All your answer are strictly confidential. The questionnaires do not require any identification at all. It is important to clarify that your participation in this study is entirely voluntary. You may choose to participate or not.

The study delimitations state that the participants must be women between the ages 30 to 50 and who had been involved for a year or more in their present intimate relationship. If you are within this delimitations, you may proceed to answer the questionnaires. It should take approximately between 30 to 45 minutes. Please return the questionnaires in the attached envelope no later than February 2, 1990.
Thank you for your participation and your help in this project.
CARMEN RULLAN RAMIREZ
100 Meadow Street
Amherst, M. A., 01002
Tel. (413) 549-0988

CONSENT FORM

Dear participant:

I would like to introduce myself, I am Carmen Rullán a doctoral student at the University of Massachusetts in Amherst, Massachusetts. The purpose of my dissertation is to study some elements of the family of origin and its impact in the personal relationships of the professional Puerto Rican woman.

Part of the data for this research will be collected through the administration of questionnaires to Puerto Rican women, ages 30 to 50. The study will also include up to five interviews of father-daughter dyad. Each father and daughter will be interview separately and the content from each interview will be confidential. The information obtained will be used to expand and help interpret the data collected through the questionnaires. The interviews will be audio-taped and later transcribed, without identification, to facilitate further evaluation. Audiotapes will then be erased.

The interviews, which will take about an hour, will explore parental child-rearing practices, parents marital relationship and the father-daughter relationship. Due to the personal character of the areas to be explore in the interviews, they may create some discomfort as well as they may enhance family relations and communication. It is important to clarify that the participation in this study is entirely voluntary. You may choose to participate or not and you may withdraw at any time. If you withdraw, audiotapes will be erased.

Thanks for your participation and cooperation in this project.

Sincerely,

Carmen Rullán, Ph.D. (cand.)
Doctoral Student
PARTICIPANT'S CONSENT FORM

I (participants name) agree to be interviewed and to have my interview audio-taped for the above mentioned research.

Witness ___________________________ Participant ___________________________

Date ___________________________ Date ___________________________
Estimado/a participante,

Antes que nada deseo presentarme, me llamo Carmen Rullán y soy estudiante doctoral de la Universidad de Massachusetts en Amherst, Massachusetts. En mi tesis doctoral me propongo estudiar algunos elementos de la familia de origen y su impacto en las relaciones íntimas de la mujer profesional puertorriqueña.

Parte de los datos de esta investigación se obtendrán mediante la administración de cuestionarios a mujeres puertorriqueñas entre las edades de 30 a 50 años. La investigación también incluirá 5 entrevistas a parejas de padre-hija. Dichas entrevistas se llevarán a cabo con cada miembro de la pareja por separado y el contenido de las mismas será confidencial. La información obtenida en las entrevistas servirá de base para interpretar y ampliar los datos obtenidos a través de los cuestionarios.

Las entrevistas se grabarán en "cassettes" de audio para facilitar su evaluación y luego se transcribirán sin identificación. Una vez transcritas, se borrarán los "cassettes".

Las entrevistas tomarán alrededor de una hora. En ellas se explorarán las prácticas de crianza y relación marital de los padres al igual que la relación padre-hija. Debido al carácter personal de las entrevistas, algunos participantes pueden llegar a sentirse un poco incomodos o por el contrario pueden sentirse estimulados a promover una mayor comunicación familiar. Es importante reiterarle que la participación en este estudio es completamente voluntaria y que usted puede retirarse del mismo en cualquier momento. Si usted decide no participar, lo que ya se haya grabado en los "cassettes" hasta ese momento se borrará.

Gracias anticipadas por su invaluable cooperación y participación en este proyecto.

Atentamente,

Carmen Rullán, Ph.D. (cand.)
Estudiante Doctoral
CONSENTIMIENTO DE PARTICIPACION

Yo (nombre del participante) acepto ser entrevistado/da y que dicha entrevista sea grabada en "audio-cassetts" como parte de la investigación descrita al reverso de esta hoja.

Testigo

Firma del Participante

Fecha

Fecha
APPENDIX C

Demographic Questionnaire
DEMOGRAPHIC DATA

1. Age: _______

2. Place of birth: ____________________________

3. Place where you grew up (specify):
   __________________________________________

   Check the appropriate response:
   A) _____ rural area
   B) _____ town
   C) _____ city

4. Education (check only one; circle the highest grade finished):
   A) _____ Grade school (1 2 3 4 5 6)
   B) _____ Junior high school (7 8 9)
   C) _____ High school (10 11 12)
   D) _____ Technical school or specialized training
      Specify: ____________________________
   E) _____ Undergraduate (1 2 3 4 5)
   F) _____ Master
   G) _____ Doctorate

5. Profession or employment: ________________________

* The translation of this questionnaire is a free translation.
6. Religion in which you were educated:
   A) _____ Catholic
   B) _____ Protestant; Specify: ____________________________
   C) _____ Non sectarian
   D) _____ None
   E) _____ Other; Specify: ____________________________

7. Religion you practice now:
   A) _____ Catholic
   B) _____ Protestant; Specify: ____________________________
   C) _____ Non sectarian
   D) _____ None
   E) _____ Other; Specify: ____________________________

8. Are your parents alive?
   A) _____ both parents        C) _____ your father
   B) _____ none of them        D) _____ your mother

9. Has any of your parents died? Specify:
   A) _____ father
      1) How old were you? ____________________________
      2) Cause of death ____________________________
   B) _____ mother
      1) How old were you? ____________________________
      2) Cause of death ____________________________

* Please answer question #35.
10. Father's age (now/at time of death): __________

11. Where was he born?: ______________________________________

12. Where did he grow up? (Specify): ______________________________________
    Check the appropriate response:
    A) ____ rural area
    B) ____ town
    C) ____ city

13. Father's education. (check only one; circle the highest grade finished):
    A) ____ Grade school (1 2 3 4 5 6)
    B) ____ Junior high school (7 8 9)
    C) ____ High school (10 11 12)
    D) ____ Technical school or special training
       Specify: ______________________________________
    E) ____ Undergraduate (1 2 3 4 5)
    F) ____ Master
    G) ____ Doctorate

14. Father's profession or employment: __________

15. Type of work your father has done/did most of his life:
    ___________________________________________________________________

16. Religion your father practices or practiced:
    A) ____ Catholic
    B) ____ Protestant; Specify: ______________________________________
    C) ____ Non sectarian
    D) ____ None
    E) ____ Other; Specify: ______________________________________
17. Mother's age (now/at time of death): ____________

18. Where was she born?: ____________________________

19. Where did she grow up? (Specify): ____________________
   Check the appropriate response:
   A) ____ rural area
   B) ____ town
   C) ____ city

20. Mother's education (check only one; circle the highest grade finished):
   A) ____ Grade school (1 2 3 4 5 6)
   B) ____ Junior high school (7 8 9)
   C) ____ High school (10 11 12)
   D) ____ Technical school or special training
      Specify: ____________________________
   E) ____ Undergraduate (1 2 3 4 5)
   F) ____ Master
   G) ____ Doctorate

21. Mother's profession or employment: ____________

22. Type of work your Mother has done most of her life: ____________

23. Religion your mother practices or practiced:
   A) ____ Catholic
   B) ____ Protestant; Specify: ____________________________
   C) ____ Non sectarian
   D) ____ None
   E) ____ Other; Specify: ____________________________
24. Husband/companion's age: __________________________

25. Where was he born?: ________________________________

26. Where did he grow up? (Specify): ______________________
   Check the appropriate response:
   A) ___ rural area
   B) ___ town
   C) ___ city

27. Husband/companion's education (check only one; circle the highest grade finished):
   A) ___ Grade school (1 2 3 4 5 6)
   B) ___ Junior high school (7 8 9)
   C) ___ High school (10 11 12)
   D) ___ Technical school or special training
      Specify: __________________________
   E) ___ Undergraduate (1 2 3 4 5)
   F) ___ Masters
   G) ___ Doctorate

28. Husband/companion's profession or employment: ________________________________

29. Type of work your husband/companion has done most of his life: ________________________________

30. Religion your husband/companion practices or used to practice:
   A) ___ Catholic
   B) ___ Protestant; Specify: __________________________
   C) ___ Non sectarian
   D) ___ None
   E) ___ Other; Specify: __________________________
31. Are your parents separated or divorced?
   A) _____ Yes, (Answer questions 32, 33, 34, 35 and 36)
   B) _____ No, (Go to question 37)

32. How old were you when this happened? ____________

33. Parents divorce or separation main cause:
   A) _____ extramarital intimate relationships
      1) _____ your father's?  2) _____ your mother's?
   B) _____ economic problems
   C) _____ excessive use of alcohol or drugs
      1) _____ your father's?  2) _____ your mother's?
   D) _____ mutual agreement
   E) _____ violence at home
      1) _____ your father's?  2) _____ your mother's?
   F) _____ frequent fights
   G) _____ Other; Specify: ____________________________

34. After you parents separation, with whom did you live most of the time?
   A) _____ mother
   B) _____ father
   C) _____ grandparents
      1) _____ father's side
      2) _____ mother's side
   D) _____ Other; Specify: ____________________________
*35. Did you have a?
   A) ____ step mother?; Since what age? ________
   B) ____ step father?; Since what age? ________

36. After your parent's separation, Did you continue to be in contact with:
   A) ____ with your father?
       1) Specify frequency: ______________________
   B) ____ with your mother?
       2) Specify frequency: ______________________

37. How many brothers and sisters do you have? ________
   A) ____ # of brothers
   B) ____ # of sisters

38. Your position in relation to your brothers and sisters (circle one):
   A) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
   B) ____ Other; Specify: ______________________

39. Do you have husband or companion at the present?
   A) ____ Yes; Specify: ______________________
   B) ____ No (Thanks for your cooperation but you do not fall under the delimitations of this study. If you wish, you may stop and return the questionnaire)

40. How long have you been involved in this relationship?
   A) ____ less than a year
   B) ____ 1 to 2 years
   C) ____ 6 to 10 years
   D) ____ 11 to 15 years
   E) ____ 15 years or more
41. Family's socio-economic status when you were 10 years old or less:
   A) _____ low
   B) _____ low middle
   C) _____ middle
   D) _____ upper middle
   E) _____ upper

42. Family's socio-economic status when you were between 11 and 19 years old:
   A) _____ low
   B) _____ low middle
   C) _____ middle
   D) _____ upper middle
   E) _____ upper

43. What is your present income?
   A) _____ Less than 5,000
   B) _____ 5,000 - 9,999
   C) _____ 10,000 - 14,999
   D) _____ 15,000 - 19,999
   E) _____ 20,000 - 24,999
   F) _____ 25,000 - 34,999
   G) _____ 35,000 - 49,999
   H) _____ 50,000 - and over
DATOS DEMOGRAFICOS

1. Edad: __________

2. Lugar de nacimiento: ______________________

3. Lugar donde se crió (especifique): __________

Marque según sea apropiado:

A) ____ área rural
B) ____ pueblo
C) ____ ciudad

4. Nivel educativo (marque una solamente y circule el grado más alto obtenido):

A) ____ Escuela elemental (1 2 3 4 5 6)
B) ____ Escuela intermedia (7 8 9)
C) ____ Escuela superior (10 11 12)
D) ____ Escuela técnica o adiestramiento especial
   Especifique: ______________________
E) ____ Universidad (1 2 3 4 5)
F) ____ Maestría
G) ____ Doctorado

5. Profesión o trabajo: ______________________
6. Religión en que fue educada:
   A) ____ Católica
   B) ____ Protestante; especifique: ________________
   C) ____ No sectaria
   D) ____ Ninguna
   E) ____ Otra; especifique: ________________

7. Religión que practica en este momento:
   A) ____ Católica
   B) ____ Protestante; especifique: ________________
   C) ____ No sectaria
   D) ____ Ninguna
   E) ____ Otra; especifique: ________________

8. ¿Viven sus padres?
   A) ____ ambos padres          C) ____ padre
   B) ____ ninguno                 D) ____ madre

9. Si alguno falleció, especifique:
   A) ____ padre
       1) ¿Qué edad usted tenía? ____________________
       2) ¿De qué murió? _______________________
   B) ____ madre
       1) ¿Qué edad usted tenía? ____________________
       2) ¿De qué murió? _______________________

* Favor de responder a la pregunta #35.
6. Religión en que fue educada:
   A) _____ Católica
   B) _____ Protestante; especifique: _______________________
   C) _____ No sectaria
   D) _____ Ninguna
   E) _____ Otra; especifique: _______________________

7. Religión que practica en este momento:
   A) _____ Católica
   B) _____ Protestante; especifique: _______________________
   C) _____ No sectaria
   D) _____ Ninguna
   E) _____ Otra; especifique: _______________________

8. ¿Viven sus padres?
   A) _____ ambos padres   C) _____ padre
   B) _____ ninguno        D) _____ madre

9. Si alguno falleció, especifique:
   A) _____ padre
      1) ¿Qué edad usted tenía? _______________________
      2) ¿De qué murió? _______________________
   B) _____ madre
      1) ¿Qué edad usted tenía? _______________________
      2) ¿De qué murió? _______________________

* Favor de responder a la pregunta #35.
10. Edad de su padre (ahora/cuando murió):________________

11. ¿Dónde nació?:________________________________________

12. ¿Dónde se crió su padre (especifique):__________________
   Marque según sea apropiado:
   A) ____ área rural
   B) ____ pueblo
   C) ____ ciudad

13. Nivel educativo de su padre (marque una solamente y
    circule el grado más alto obtenido):
   A) ____ Escuela elemental (1 2 3 4 5 6)
   B) ____ Escuela intermedia (7 8 9)
   C) ____ Escuela superior (10 11 12)
   D) ____ Escuela técnica o adiestramiento especial
      Especifique:______________________________
   E) ____ Universidad (1 2 3 4 5)
   F) ____ Maestría
   G) ____ Doctorado

14. Profesión o trabajo de su padre:__________________________

15. Tipo de trabajo a que se ha dedicado/se dedicó su
    padre la mayor parte del tiempo:
    _________________________________________

16. Religión que profesa o profesaba su padre:
   A) ____ Católica
   B) ____ Protestante; especifique:______________________
   C) ____ No sectaria
   D) ____ Ninguna
   E) ____ Otra; especifique:_____________________________
17. Edad de su madre (ahora/cuando murio): __________

18. ¿Donde nacio?: ________________________________

19. ¿Donde se creó su madre? (especifique): __________
   Marque según sea apropiado:
   A) ___ área rural
   B) ___ pueblo
   C) ___ ciudad

20. Nivel educativo de su madre ( marque una solamente y
   circule el grado más alto obtenido):
   A) ___ Escuela elemental (1 2 3 4 5 6 )
   B) ___ Escuela intermedia (7 8 9 )
   C) ___ Escuela superior (10 11 12 )
   D) ___ Escuela técnica o adiestramiento especial
       Especifique: ________________________________
   E) ___ Universidad (1 2 3 4 5)
   F) ___ Maestría
   G) ___ Doctorado

21. Profesión o trabajo de su madre: ________________

22. Tipo de trabajo a que se ha dedicado su madre la
   mayor parte del tiempo: ________________________

23. Religión que profesa o profesaba su madre:
   A) ___ Católica
   B) ___ Protestante; especifique: _________________
   C) ___ No sectaria
   D) ___ Ninguna
   E) ___ Otra; especifique: ________________________
24. Edad de su esposo/compañero: _______________________

25. ¿Donde nació su esposo/compañero?: _______________________

26. Lugar donde se creó su esposo/compañero
(especifiquel): _______________________

   Marque según sea apropiado:
   
   A) ___ área rural
   B) ___ pueblo
   C) ___ ciudad

27. Nivel educativo de su esposo/compañero (marque una solamente y circule el grado más alto obtenido):

   A) ___ Escuela elemental (1 2 3 4 5 6)
   B) ___ Escuela intermedia (7 8 9)
   C) ___ Escuela superior (10 11 12)
   D) ___ Escuela técnica o adiestramiento especial

   Especifique: _______________________

   E) ___ Universidad (1 2 3 4 5)
   F) ___ Maestría
   G) ___ Doctorado

28. Profesión o trabajo de su esposo/compañero: _______________________

29. Tipo de trabajo a que se ha dedicado su esposo/compañero la mayor parte del tiempo: _______________________

30. Religión que profesa o profesaba su esposo/compañero:

   A) ___ Católica
   B) ___ Protestante; especifique: _______________________
   C) ___ No sectaria
   D) ___ Ninguna
   E) ___ Otra; especifique: _______________________


31. ¿Se divorciaron o se separaron sus padres (los de la participante)?
   
   A) _____ Sí, (Responda las preguntas 32, 33, 34, 35 y 36)
   B) _____ No, (Salte a la pregunta 37)

32. ¿Qué edad usted tenía cuando esto sucedió? _______

33. Causa principal del divorcio o separación de sus padres:
   
   A) _____ Relaciones extramaritales
       1) _____ de su padre?  2) _____ de su madre?
   B) _____ Problemas económicos
   C) _____ Uso excesivo de alcohol o drogas
       1) _____ de su padre?  2) _____ de su madre?
   D) _____ Mutuo acuerdo
   E) _____ Uso de violencia física
       1) _____ de padre?  2) _____ de madre?
   F) _____ Peleas frecuentes
   G) _____ Otra; especifique: ______________________

34. ¿Con quien vivió mayormente después de la separación de sus padres?
   
   A) _____ madre
   B) _____ padre
   C) _____ abuelos
       1) _____ de paternos?
       2) _____ de maternos?
   D) _____ otra; especifique: ______________________
35. Tuvo:
A) ¿Madrastra? ¿Desde que edad? 
B) ¿Padrastro? ¿Desde que edad? 

36. Después de la separación de sus padres, ¿mantuvo contacto con:
A) ______ su padre?
   1) Especifique frecuencia: 
B) ______ su madre?
   1) Especifique frecuencia: 

37. ¿Cuántos hermanos y hermanas usted tiene? 
A) ______ # de hermanos
B) ______ # de hermanas

38. Su posición entre los hermanos (circule una):
A) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
B) _____ Otra, especifique: 

39. ¿Tiene esposo o compañero en este momento? 
A) _____ Sí; especifique: 
B) _____ No (Gracias por su cooperación pero usted no entra dentro de las delimitaciones de este estudio. Si lo desea, descontinúe y devuelva el cuestionario.)

40. ¿Cuánto tiempo ha durado esta relación?
A) _____ menos de un año
B) _____ 1 a 5 años
C) _____ 6 a 10 años
D) _____ 11 a 15 años
E) _____ 15 años o más
41. Nivel socio-económico de la familia cuando usted tenía 10 años o menos:
   A) ____ clase baja
   B) ____ media baja
   C) ____ media
   D) ____ media alta
   E) ____ alta

42. Nivel socio-económico de la familia cuando usted tenía entre 11 y 19 años:
   A) ____ clase baja
   B) ____ media baja
   C) ____ media
   D) ____ media alta
   E) ____ alta

43. ¿Cuál es el ingreso del hogar en este momento?
   A) ____ Menos de 5,000
   B) ____ 5,000 - 9,999
   C) ____ 10,000 - 14,999
   D) ____ 15,000 - 19,999
   E) ____ 20,000 - 24,999
   F) ____ 25,000 - 34,999
   G) ____ 35,000 - 49,999
   H) ____ 50,000 o más
APPENDIX D

RESEARCH QUESTIONNAIRE
QUESTIONNAIRE

SECTION 1: Please answer the following question for each statement as applicable.

How frequently?

Always / Most of / Sometimes / Almost / Never
/ the time / / Never /

1. Father is/was reserved.
2. My husband/companion is more strict with the boys than with the girls.
3. I feel distant from my husband/companion.
4. My father has/had a very good sense of humor.
5. My husband/companion prefers constructive dialogue to any other type of discipline.
6. My husband/companion caresses me in front of the children.
7. I feel that I can discuss any subject with my husband/companion.
8. When my husband/companionspanks the children, he bruises them.
9. My father watched me constantly, particularly when I went out with a boyfriend.
10. My husband/companion and I make the time to go out by ourselves.
11. At home i am the one who have to make the final decisions.
12. My husband/companion likes to surprise me on special occasions.

* The translation of this questionnaire is a free translation.
13. When I was a child, both my parents were the family breadwinners.


15. When my husband/companion drinks, he becomes violent.

16. My husband/companion is tender only when he is drunk.

17. My father was more strict with the boys than with the girls.

18. My father encouraged his daughters to be independent.

19. My husband/companion and I consult everything before making a decision.

20. Mother was permissive.

21. My father preferred constructive dialogue to any other type of discipline.

22. My husband/companion and I enjoy each other company.

23. My husband/companion is permissive with the children.

24. My father's behavior is/was unpredictable.

25. My husband/companion is reliable.

26. My father was permissive.

27. I am/had been physically abused by my husband/companion.

28. My father is/was a nice person.

29. My parents liked to go out by themselves.

30. My father is/was affectionate.

31. My husband/companion reserved.

32. Father consulted everything with mother.

33. My husband/companion is rude.
34. I feel/felt safe when I am/was with my father.

35. When I talk with my husband/companion, I feel that I have to think twice that I say.

36. My husband/companion is affectionate.

37. My husband/companion makes the final decisions at home.

38. I enjoy/enjoyed being with my father.

39. My husband/companion is the main breadwinner.

40. Father was tender only when he was drunk.

41. Mother preferred constructive dialogue to any other type of discipline.

42. When my father spanked me, he bruised me.

43. My husband/companion has humiliated me.

44. When my mother spanked me, she bruised me.

45. I have felt rejection from my father.

46. My mother has been faithful to my father.

47. I have periods of sexual promiscuity.

48. As a child I played a lot with my father.

49. My husband/companion is unpredictable.

50. My husband/companion's continuous watch makes me feel safe.

51. Father is/was reliable.

52. My husband/companion is a nice person.

53. Father becomes/became violent when he drinks/drank.

54. Every time we misbehaved mother threatened us with telling it to our father.

55. Father is/was rude.
56. Mother punished rather than spanked.

57. I feel safe in the presence of my husband/companion.

58. My father's presence makes/made me feel afraid.

59. My father liked to surprised my mother on special occasions.

60. I have/had a distant relationship with my father.

61. My father uses/used drugs.

62. My father has been faithful to my mother.

63. My husband/companion uses/used drugs.

SECTION 2: Please answer the following question for each statement as applicable.

What is the degree of agreement with the following statement?

Strongly / Agree / Somewhat / Disagree / Strongly Agree / / Disagree / / Disagree

64. My husband/companion and I never see eye to eye.

65. My husband/companion belief is that is the man's responsibility to make the final decisions at home.

66. My husband/companion encourages me to excel in my profession.

67. Honesty is/was important in my relationship with my father.

68. My husband/companion lives in his private world.

69. The unpredictability in the relationship with my husband/companion makes our relationship very unstable.

70. My father encouraged his daughters to study.

71. My husband/companion is too demanding.
72. My husband/companion and I have our private jokes.

73. My father belief is that is the husband/companion's responsibility to make the final decisions at home.

74. My husband/companion is explosive when he gets upset.

75. My husband/companion has a very good sense of humor.

76. My husband/companion and I fight constantly.

77. I feel comfortable expressing my sexuality with my husband/companion.

78. I feel uncomfortable when people talk to me about sex.

79. I feel I can be very sincere with my husband/companion.

80. A look is all my husband/companion and I need to communicate with each other.

81. My father and I never see/saw eye to eye.

82. I feel insecure in the presence of men.

83. My parents did not allow dirty jokes in their house.

84. Mother was the boss at my parent's house.

85. My husband/companion believes that men are smarter than women.

86. Both my husband/companion and I are breadwinners.

87. My parents were affectionate in front of their children.

88. I have meaningful relationships with persons of both sexes.

89. My husband/companion is a male chauvinist (machista).

90. My husband/companion thinks that one of his duties is to protect me.
91. I learned to accept being hit by my husband/companion from my parents relationship.

92. My parents shared equally household jobs.

93. My parents had their own private jokes.

94. My father told me do not trust men.

95. Only as an adult I have felt free to discuss anything with my father.

96. My husband/companion looks like my father.

97. My parents shared equally the child care.

98. My father used to say that an educated woman gets more respect from her husband/companion.

99. My father used to say that it is a woman's responsibility to control men passes.

100. My father was the breadwinner in my parent's house.

101. A look from our father was enough to make us behave.

102. Father believes that women need to be protected by their husband/companion.

103. Father did not allow mother to contradict him in public.

104. During my adolescence my father encourage me to discuss any subject with him.

105. My father treats my mother as an inferior.

106. My father used to say that there is no excuse for men to hit his wife/companion.

107. My parents fight/fought constantly with each other.

108. My husband/companion drinks/drank too much.

109. I feel my husband/companion treats me sometimes as if I was incompetent.

110. My father used to say that men do not marry "easy women".
111. I am afraid of contradicting my husband/companion in public.

112. My father believes that to make a pass to a woman is part of men's nature.

113. I feel comfortable being affectionate in public.

114. One of the most beautiful things in my parents marriage is/was the communication between them.

115. I am comfortable with my sexuality.

116. My father believed that the best discipline is a spanking.

117. My Father was very seldom home.

118. The man of my dreams is very similar to the image I have of my father.

119. My husband/companion says that he respect more educated women.

120. We did not talk about sex in my parent's house.

121. My husband/companion believes that the best discipline is a spanking.

122. My father has/had a drinking problem.

123. My husband/companion shares equally our children care.

124. My husband/companion is domineering.

125. My husband/companion becomes/became easily depressed.

126. My father's attitude implies/implied that men are smarter than woman.

127. Dirty jokes are not allowed in my house.

128. A look from my husband/companion is enough to make the children behave.

129. My father is/was explosive when he gets/got upset.

130. To communicate my parents only needed to look at each other.
131. Is very hard for my husband/companion to talk about sex with his daughters.

132. My father contributes/contributed to make me feel that I am as capable as any man.

133. My father is/was too demanding.

134. I learned to submit to my husband/companion will from my parents relationship.

135. Men cannot be trusted.

136. My husband/companion is very seldom at home.

137. I learned not to trust men from my father.

138. My husband/companion and I share equally household jobs.

139. Father lives in his private world.

140. My husband/companion does not let me make my own decisions.

141. Father did not allow mother to do anything without consulting him.

142. I make friends easily with men.

143. Father is/was domineering.

144. Father never talked with me about sex.

145. Father becomes/became easily depressed.
SECTION 3:

Mark in each question, where in the continuum of this series of opposite adjectives, do you think these statements belong. Not always the adjectives will be clearly applicable, nonetheless check all of them for each question.

Example: My brother has influenced my choice of career.

true__ X __ __ __ __ __false
much_x__ __ __ __ __ __little
positive__ __ __ __ __ X __negative
constructive__ __ __ __ __ X __destructive
agreeable__ __ __ __ __ X __disagreeable
direct__ X __ __ __ __ indirect
significative_X__ __ __ __ __ insignificant
just__ __ __ __ __ X __ unjust
stable__ __ __ __ __ X __ unstable
reasonable__ __ X __ __ __ unreasonable

146. My father helped me develop a positive self-esteem.

147. My current relationship has helped me in my personal development.

148. My relationship with my father during adolescence was...

149. I feel secure of myself.

150. I have always become emotionally involved with men that are the exact opposite of my father.

151. My emotional relationships with men have been...

152. The general pattern of my relationships with men has been...
153. What my father taught me about men was...

154. My relationships with other women have been...

155. My relationship with my husband/companion is...

156. My husband/companion is/has been faithful to me.

157. My level of sexual activity has always been...

158. My father's teachings about sexuality were...

159. My father was the maximum authority figure at home.

160. I am/have been faithful to my husband/companion.

161. My relationship with my father as a child was...

162. The relationship with my father as an adult is/was...

163. My father has influenced in the qualities I look for in a man.

164. My father is/was chauvinist ("machista")...

OPEN QUESTION:
In which way, if any, do you think your father has influenced your intimate heterosexual relationship/relationships.
CUESTIONARIO

SECCION 1: Responda a la siguiente pregunta marcando la alternativa que mejor corresponda a cada aseveración.

¿Cuán frecuentemente o con qué frecuencia?

<table>
<thead>
<tr>
<th></th>
<th>Siempre</th>
<th>Casi siempre</th>
<th>A veces</th>
<th>Casi nunca</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Papá es/era poco comunicativo.</td>
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<tr>
<td>2. Mi esposo/compañero es más estricto con los varones que con las nenas.</td>
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<td>3. Me siento distanciada de mi esposo/compañero.</td>
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<td>4. Mi padre goza/gozaba de muy buen humor.</td>
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<td>5. El método de disciplina preferido de mi esposo/compañero es el diálogo constructivo.</td>
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<td>6. Mi esposo/compañero me hace cariñosos delante de los/las niños/niñas.</td>
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<td>7. Siento que puedo hablar de cualquier tema con mi esposo/compañero.</td>
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<td>8. Cuando mi esposo/compañero le da a los niños/niñas se les queda la piel marcada.</td>
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<td>9. Mi padre me vigilaba constantemente, especialmente cuando salía con un pretendiente o novio.</td>
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<td>10. Mi esposo/compañero y yo procuramos hacer nuestras salidas solos.</td>
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<td>11. En casa yo soy la que tiene que tomar las decisiones finales.</td>
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<td>12. A mi esposo/compañero le gusta sorprenderme con detalles especiales en fechas significativas.</td>
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<td>Cúal frecuentemente o con qué frecuencia?</td>
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<td>Casi siempre</td>
<td>A veces</td>
<td>Casi nunca</td>
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<td>13. Cuando era niña, tanto mi papá como mi mamá contribuían al sustento del hogar.</td>
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<td>14. La presencia de mi esposo/compañero me produce temor.</td>
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<td>15. Mi esposo/compañero se pone violento cuando bebe.</td>
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<td>17. Mi papá era más estricto con los varones que con las hembras.</td>
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<td>18. Mi padre promovía la independencia en sus hijas.</td>
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<td>19. Mi esposo/compañero y yo nos consultamos antes de tomar decisiones.</td>
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<td>20. Mamá era permisiva.</td>
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<td>21. Papá prefería el diálogo constructivo a cualquier otro método de disciplina.</td>
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<td>22. Mi esposo/compañero y yo disfrutamos de nuestra mutua compañía.</td>
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<td>23. Mi esposo/compañero es permisivo con los niños.</td>
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<td>24. El comportamiento de papá es/era impredecible.</td>
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<td>25. Mi esposo/compañero es una persona de la que se puede depender.</td>
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<td>27. Mi esposo/compañero es/ha sido violento físicamente conmigo.</td>
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<td>Cuestión</td>
<td>Siempre</td>
<td>Casi siempre</td>
<td>A veces</td>
<td>Casi nunca</td>
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<td>28. Papá es/era amable.</td>
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<td>29. A mis padres le gustaba salir solos.</td>
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<td>30. Papá es/era expresivo.</td>
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<td>31. Mi esposo/compañero es poco comunicativo.</td>
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<td>32. Papá consultaba todo con mamá.</td>
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<td>33. Mi esposo/compañero es grosero.</td>
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<td>34. Me siento/sentía segura cuando estoy/estaba con mi padre.</td>
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<td>35. Siento que tengo que medir mis palabras cuando hablo con mi esposo/compañero.</td>
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<td>36. Mi esposo/compañero es expresivo.</td>
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<td>37. Mi esposo/compañero es el que toma las decisiones finales en el hogar.</td>
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<td>38. Disfruto/disfrutaba cuando estoy/estaba con mi padre.</td>
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<td>40. Papá sólo era cariñoso cuando estaba bebido.</td>
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<td>41. Mamá prefiere el diálogo constructivo a cualquier otro método de disciplina.</td>
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<td>42. Cuando papá pegaba, se le quedaba a una la piel marcada.</td>
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<td>Número</td>
<td>Frase</td>
<td>Siempre</td>
<td>Casi siempre</td>
<td>A veces</td>
<td>Casi nunca</td>
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<td>43.</td>
<td>Mi esposo/compañero me ha tratado con desprecio.</td>
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<td>44.</td>
<td>Cuando mamá pegaba, una se quedaba marcada.</td>
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<td>45.</td>
<td>Me he sentido rechazada por mi padre.</td>
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<td>46.</td>
<td>Mi madre ha sido fiel con mi padre.</td>
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<td>47.</td>
<td>He tenido períodos de promiscuidad sexual en mi vida.</td>
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<td>48.</td>
<td>De niña, mi padre y yo jugabamos mucho.</td>
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<td>49.</td>
<td>El comportamiento de mi esposo/compañero es impredecible.</td>
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<tr>
<td>50.</td>
<td>El que mi esposo/compañero me vele me hace sentir protegida.</td>
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<tr>
<td>51.</td>
<td>Papá es/era una persona de la que se puede/podía depender.</td>
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<tr>
<td>52.</td>
<td>Mi esposo/compañero es amable.</td>
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<tr>
<td>53.</td>
<td>Papá se pone/ponía violento cuando bebe/bebía.</td>
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<td>54.</td>
<td>Cuando nos portábamos mal, mamá siempre amenazaba con decírselo a papá.</td>
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<td>55.</td>
<td>Papá es/era grosero.</td>
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<td>56.</td>
<td>Mamá prefería castigar a pegar.</td>
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<td>57.</td>
<td>Mi siento segura en la presencia de mi esposo/compañero.</td>
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</tbody>
</table>
¿Cuánto frecuentemente o con qué frecuencia?

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Siempre</th>
<th>Casi siempre</th>
<th>A veces</th>
<th>Casi nunca</th>
<th>Nunca</th>
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<tbody>
<tr>
<td>58. La presencia de mi padre me produce/producía temor.</td>
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<td>59. Papá gustaba tener detalles especiales con mamá en fechas significativas.</td>
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<td>60. La relación con mi padre es/era distante.</td>
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<td>61. Papá usa/usaba drogas.</td>
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<tr>
<td>62. Mi padre ha sido fiel con mi madre.</td>
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<tr>
<td>63. Mi esposo/compañero usa/usaba drogas.</td>
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</table>
SECCIÓN 2: Responda a la siguiente pregunta marcando la alternativa que mejor corresponda a cada aseveración.

¿Cuán de acuerdo estás con las siguientes aseveraciones?

<table>
<thead>
<tr>
<th>Número</th>
<th>Aseveración</th>
<th>Muy de acuerdo</th>
<th>De acuerdo</th>
<th>Algo en desacuerdo</th>
<th>En desacuerdo</th>
<th>Muy en desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.</td>
<td>Mi esposo/compañero y yo siempre estamos encontrados.</td>
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<td>65.</td>
<td>Según mi esposo/compañero, el hombre es el responsable de tomar las</td>
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<td></td>
<td>decisiones finales del hogar.</td>
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<td>66.</td>
<td>Mi esposo/compañero me estimula a que me supere en mi profesión.</td>
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<td>67.</td>
<td>La honestidad es/era una característica importante en la relación</td>
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<td></td>
<td>con mi padre.</td>
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<td>68.</td>
<td>Mi esposo/compañero vive en su propio mundo.</td>
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<td>69.</td>
<td>El nunca saber que esperar de la relación con mi esposo/compañero,</td>
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<td></td>
<td>crea inestabilidad en nuestra relación.</td>
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<td>70.</td>
<td>Papá motivaba a sus hijas a que estudiaran.</td>
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<td>71.</td>
<td>Mi esposo/compañero es demasiado exigente.</td>
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<td>72.</td>
<td>Mi esposo/compañero y yo tenemos nuestros chistes privados.</td>
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<td>73.</td>
<td>Según mi padre, el hombre es el responsable de tomar las decisiones</td>
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<td></td>
<td>finales del hogar.</td>
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<td>74.</td>
<td>Cuando mi esposo/compañero se disgusta, es explosivo.</td>
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<tr>
<td>75.</td>
<td>Mi esposo/compañero tiene muy buen humor.</td>
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<tr>
<td>76.</td>
<td>Mi esposo/compañero y yo peleamos constantemente.</td>
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<td></td>
<td>Cómo te sientes con las siguientes aseveraciones?</td>
<td>Muy de acuerdo</td>
<td>De acuerdo</td>
<td>Algo en desacuerdo</td>
<td>En desacuerdo</td>
<td>Muy en desacuerdo</td>
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<td>77.</td>
<td>Me siento cómoda de expresar mi sexualidad ante mi esposo/compañero.</td>
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<td>78.</td>
<td>Me siento incómoda cuando me hablan de sexualidad.</td>
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<td>79.</td>
<td>Siento que puedo ser bien honesta con mi esposo/compañero.</td>
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<td>80.</td>
<td>Mi esposo/compañero y yo nos comunicamos con sólo una mirada.</td>
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<tr>
<td>81.</td>
<td>Mi padre y yo siempre estamos/estabamos encontrados.</td>
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<tr>
<td>82.</td>
<td>Me siento insegura ante la presencia masculina.</td>
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<tr>
<td>83.</td>
<td>En la casa de mis padres no se podía hacer chistes de doble sentido.</td>
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<tr>
<td>84.</td>
<td>En la casa de mis padres, mi madre era la que llevaba los pantalones.</td>
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<td>85.</td>
<td>Según mi esposo, las mujeres no son tan listas como los hombres.</td>
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<td>86.</td>
<td>En mi casa tanto mi esposo/compañero como yo contribuimos al sustento del hogar.</td>
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<td>87.</td>
<td>Mis padres eran afectivos físicamente en presencia de los hijos/hijas.</td>
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<td>88.</td>
<td>Tengo relaciones significativas con personas de ambos sexos.</td>
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<tr>
<td>89.</td>
<td>Mi esposo/compañero es machista.</td>
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<tr>
<td>90.</td>
<td>Mi esposo/compañero cree que protegerme es parte de sus deberes.</td>
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<tr>
<td>91.</td>
<td>De la relación de mis padres aprendí a aceptar que mi esposo/compañero me pegara.</td>
<td></td>
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</tbody>
</table>
¿Cuánto de acuerdo estás con las siguientes aseveraciones?

<table>
<thead>
<tr>
<th>Núm.</th>
<th>Aseveración</th>
<th>Muy de acuerdo</th>
<th>De acuerdo</th>
<th>Algo en desacuerdo</th>
<th>En desacuerdo</th>
<th>Muy en desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.</td>
<td>Mis padres compartían las tareas de la casa por igual.</td>
<td></td>
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<tr>
<td>93.</td>
<td>Papá y mamá tenían chistes que compartían nada más que entre ellos.</td>
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<tr>
<td>94.</td>
<td>Papá me decía que no confiara en los hombres.</td>
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<tr>
<td>95.</td>
<td>Sólo de adulta me he sentido libre de discutir cualquier cosa con mi padre.</td>
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<tr>
<td>96.</td>
<td>Mi esposo/compañero se parece físicamente a mi padre.</td>
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<td>97.</td>
<td>Mis padres compartían el cuidado de los hijos/hijas por igual.</td>
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<td>98.</td>
<td>Mi padre decía que la educación académica contribuye a que el esposo/compañero respete más a su mujer.</td>
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<tr>
<td>99.</td>
<td>Mi padre solía decir que es responsabilidad de la mujer controlar los avances sexuales de los hombres.</td>
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<tr>
<td>100.</td>
<td>En la casa de mis padres, papá era el proveedor principal.</td>
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<tr>
<td>101.</td>
<td>Una mirada de papá bastaba para que todos anduvieramos derechos/derechitas.</td>
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<td>102.</td>
<td>Según mi padre, la mujer necesita ser protegida por su esposo/compañero.</td>
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<td>103.</td>
<td>Papá no permitía que mamá lo contradijera en público.</td>
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<tr>
<td>104.</td>
<td>Durante mi adolescencia, papá me dio libertad para poder hablar de cualquier tema con él.</td>
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</table>
Cómoda cuando expreso mi afectividad frente a otros.

104. Una de las cosas más bonitas en el matrimonio de mis padres es/era la comunicación que existe/existía entre ellos.

105. Mi padre trataba a mi madre como si ella fuera inferior.

106. Mi padre decía que no hay razón que justifique un hombre le pegue a su esposa/compañera.

107. Mis padres se peleen constantemente el uno con la otra.

108. Mi esposo/compañero bebe de más.

109. Siento que mi esposo/compañero me trata a veces como si yo fuera una incompetente.

110. Mi padre decía que los hombres no se casan con las mujeres fáciles.

111. Me da miedo contradecir a mi esposo/compañero en público.

112. Según mi padre, los avances sexuales forman parte de la naturaleza de los hombres.

113. Me siento cómoda cuando expreso mi afectividad frente a otros.

114. Una de las cosas más bonitas en el matrimonio de mis padres es/era la comunicación que existe/existía entre ellos.

115. Me siento cómoda con mi sexualidad.

116. Papá creía que el fue el mejor disciplina.

117. Mi padre casi nunca estaba en casa.

118. Mi "hombre ideal" se parece mucho a la imagen que yo tengo de mi padre.
¿Cuán de acuerdo estás con las siguientes aseveraciones?

<table>
<thead>
<tr>
<th>Número</th>
<th>Descripción</th>
<th>Muy de acuerdo</th>
<th>De acuerdo</th>
<th>Algo en desacuerdo</th>
<th>En desacuerdo</th>
<th>Muy en desacuerdo</th>
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<tbody>
<tr>
<td>119.</td>
<td>Mi esposo/compañero dice que siente mayor respeto por las mujeres</td>
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<td>con preparación académica.</td>
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<td>120.</td>
<td>En la casa de mis padres no se hablaba de la sexualidad.</td>
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<td>121.</td>
<td>Mi esposo/compañero cree que el &quot;fuete&quot; es la mejor disciplina.</td>
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<td>122.</td>
<td>Papá tiene/tenía problemas con la bebida.</td>
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<td>123.</td>
<td>Mi esposo/compañero contribuye equitativamente al cuidado de los niños/niñas.</td>
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<td>124.</td>
<td>Mi esposo/compañero es dominante.</td>
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<td>125.</td>
<td>Mi esposo/compañero se deprime/deprimía con frecuencia.</td>
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<td>126.</td>
<td>Mi padre da/daba a entender que las mujeres no eran tan &quot;listas&quot; como los</td>
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<td></td>
<td>hombres.</td>
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<td>127.</td>
<td>En mi casa no se permiten los chistes de doble sentido.</td>
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<td>128.</td>
<td>Una mirada de mi esposo/compañero basta para que los niños/niñas anden</td>
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<td>derechitos/derechitas.</td>
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<td>129.</td>
<td>Cuando papá se disgusta/disgustaba era explosivo.</td>
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<td>130.</td>
<td>Una mirada bastaba para que papá y mamá se comunicaran.</td>
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<tr>
<td>131.</td>
<td>A mi esposo/compañero se le hace difícil hablar de la sexualidad con</td>
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<td>las nenas.</td>
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<td>Número</td>
<td>Afirmación</td>
<td>Muy de acuerdo</td>
<td>De acuerdo</td>
<td>Algo en desacuerdo</td>
<td>En desacuerdo</td>
<td>Muy en desacuerdo</td>
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<tr>
<td>132</td>
<td>Mi padre contribuye/contribuyó a que me sintiera tan capaz como cualquier hombre.</td>
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<td>133</td>
<td>Papá es/era demasiado exigente.</td>
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<td>134</td>
<td>De la relación con mis padres aprendí a someterme a la voluntad de mi esposo/compañero.</td>
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<td>135</td>
<td>No se puede confiar en los hombres.</td>
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<tr>
<td>136</td>
<td>Mi esposo/compañero nunca está en casa.</td>
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<td>137</td>
<td>De papá aprendí a desconfiar de los hombres.</td>
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<td>138</td>
<td>Mi esposo/compañero y yo compartimos las tareas del hogar por igual.</td>
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<td>139</td>
<td>Papa vive/vivía en su propio mundo.</td>
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<td>140</td>
<td>Mi esposo/compañero no me deja tomar mis propias decisiones.</td>
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<td>141</td>
<td>Papa no permitía que mamá hiciera nada sin consultarlo con él.</td>
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<tr>
<td>142</td>
<td>Me es fácil hacer amistades con hombres.</td>
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<td>143</td>
<td>Papá es/era dominante.</td>
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<tr>
<td>144</td>
<td>Papá nunca habló de sexo conmigo.</td>
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<td>145</td>
<td>Papá se deprime/deprimía con frecuencia.</td>
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SECCION 3:

Marque en cada pregunta, en qué lugar del continuo de esta serie de adjetivos opuestos, usted cree que se encuentra esta aserción. No siempre los adjetivos van a ser claramente aplicables, sin embargo responda a todos ellos en cada pregunta.

Ejemplo: Mi hermano/na ha influido en mi selección de carrera.

verdadero ____ x ____ ____ ____ ____ __ falso
mucho x ____ ____ ____ ____ ____ poco
positivo ____ ____ ____ ____ ____ x ____ negativo
constructivo ____ ____ ____ ____ ____ x ____ destructivo
agradable ____ ____ ____ ____ ____ x ____ desagradable
directo ____ ____ ____ ____ ____ ____ indirecto
significativo x ____ ____ ____ ____ ____ no significativo
justo ____ ____ ____ ____ ____ ____ injusto
estable ____ ____ ____ ____ ____ ____ inestable
razonable ____ ____ ____ x ____ ____ ____ irracional
146. Mi padre contribuyó a que yo desarrollara una autoestima positiva.

| verdadero | _____ | _____ | _____ | _____ | _____ | _____ | false |
| mucho     | _____ | _____ | _____ | _____ | _____ | _____ | poco  |
| positivo  | _____ | _____ | _____ | _____ | _____ | _____ | negativo |
| constructivo | _____ | _____ | _____ | _____ | _____ | _____ | destructivo |
| agradable | _____ | _____ | _____ | _____ | _____ | _____ | desagradable |
| directo  | _____ | _____ | _____ | _____ | _____ | _____ | indirecto |
| significativo | _____ | _____ | _____ | _____ | _____ | _____ | no significativo |
| justo   | _____ | _____ | _____ | _____ | _____ | _____ | injusto |
| estable | _____ | _____ | _____ | _____ | _____ | _____ | inestable |
| razonable | _____ | _____ | _____ | _____ | _____ | _____ | irrazonable |

147. Mi relación actual ha contribuido a mi crecimiento personal.

| verdadero | _____ | _____ | _____ | _____ | _____ | _____ | false |
| mucho     | _____ | _____ | _____ | _____ | _____ | _____ | poco  |
| positivo  | _____ | _____ | _____ | _____ | _____ | _____ | negativo |
| constructivo | _____ | _____ | _____ | _____ | _____ | _____ | destructivo |
| agradable | _____ | _____ | _____ | _____ | _____ | _____ | desagradable |
| directo  | _____ | _____ | _____ | _____ | _____ | _____ | indirecto |
| significativo | _____ | _____ | _____ | _____ | _____ | _____ | no significativo |
| justo   | _____ | _____ | _____ | _____ | _____ | _____ | injusto |
| estable | _____ | _____ | _____ | _____ | _____ | _____ | inestable |
| razonable | _____ | _____ | _____ | _____ | _____ | _____ | irrazonable |
148. En la adolescencia mi relación con mi padre era...

verdadero ___ ___ ___ ___ ___ falsa
mucho ___ ___ ___ ___ ___ poco
positivo ___ ___ ___ ___ ___ negativo
constructivo ___ ___ ___ ___ ___ destructivo
agradable ___ ___ ___ ___ ___ desagradable
directo ___ ___ ___ ___ ___ indirecto
significativo ___ ___ ___ ___ ___ no significativo
justo ___ ___ ___ ___ ___ injusto
estable ___ ___ ___ ___ ___ inestable
razonable ___ ___ ___ ___ ___ irracional

149. Me siento segura de mí misma.

verdadero ___ ___ ___ ___ ___ falsa
mucho ___ ___ ___ ___ ___ poco
positivo ___ ___ ___ ___ ___ negativo
constructivo ___ ___ ___ ___ ___ destructivo
agradable ___ ___ ___ ___ ___ desagradable
directo ___ ___ ___ ___ ___ indirecto
significativo ___ ___ ___ ___ ___ no significativo
justo ___ ___ ___ ___ ___ injusto
estable ___ ___ ___ ___ ___ inestable
razonable ___ ___ ___ ___ ___ irracional
150. Yo siempre me he relacionado íntimamente con hombres que son el polo opuesto a mi padre.

<table>
<thead>
<tr>
<th>verdadero</th>
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<td>mucho</td>
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</tr>
<tr>
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<td>negativo</td>
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<tr>
<td>constructivo</td>
<td>destructivo</td>
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<td>agradable</td>
<td>desagradable</td>
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<tr>
<td>directo</td>
<td>indirecto</td>
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<tr>
<td>significativo</td>
<td>no significativo</td>
</tr>
<tr>
<td>justo</td>
<td>injusto</td>
</tr>
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151. Mis relaciones sentimentales con hombres han sido...

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152. El patrón general de mis relaciones con hombres ha sido...

verdadero __ __ __ __ __ __ __ falsoduo
muchomucho __ __ __ __ __ __ poco
positivopositivo __ __ __ __ __ __ negativo
constructivconstructivo __ __ __ __ __ __ destructivo
agradableagradable __ __ __ __ __ __ desagradable
directodirecto __ __ __ __ __ __ indirecto
significativosignificativo __ __ __ __ __ __ no significativo
justo__ __ __ __ __ __ injusto
estable__ __ __ __ __ __ inestable
razonable__ __ __ __ __ __ irrazonable

153. Lo que mi padre me enseñó sobre los hombres...

verdadero __ __ __ __ __ __ __ falsoduo
muchomucho __ __ __ __ __ __ poco
positivopositivo __ __ __ __ __ __ negativo
constructivconstructivo __ __ __ __ __ __ destructivo
agradableagradable __ __ __ __ __ __ desagradable
directodirecto __ __ __ __ __ __ indirecto
significativosignificativo __ __ __ __ __ __ no significativo
justo__ __ __ __ __ __ injusto
estable__ __ __ __ __ __ inestable
razonable__ __ __ __ __ __ irrazonable
154. Mis relaciones con otras mujeres han sido...

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155. Mi relación con mi esposo/compañero es...

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156. Mi esposo/compañero me es/ha sido fiel.

| verdadero | __ | __ | __ | __ | __ | __ | | | | | falso |
| mucho     | __ | __ | ____ | ____ | | | __ | | | | | poco |
| positivo  | __ | __ | ____ | ____ | | | __ | | | | | negativo |
| constructivo | __ | __ | ____ | ____ | | | __ | | | | | destructivo |
| agradable | __ | __ | ____ | ____ | | | __ | | | | | desagradable |
| directo   | __ | __ | ____ | ____ | | | __ | | | | | indirecto |
| significativo | __ | __ | ____ | ____ | | | __ | | | | | no significativo |
| justo     | __ | __ | ____ | ____ | | | __ | | | | | injusto |
| estable   | __ | __ | ____ | ____ | | | __ | | | | | inestable |
| razonable | __ | __ | ____ | ____ | | | __ | | | | | irrazonable |

157. Mi nivel de actividad sexual siempre ha sido...

| verdadero | __ | __ | __ | __ | __ | __ | | | | | falso |
| mucho     | __ | __ | ____ | ____ | | | __ | | | | | poco |
| positivo  | __ | __ | ____ | ____ | | | __ | | | | | negativo |
| constructivo | __ | __ | ____ | ____ | | | __ | | | | | destructivo |
| agradable | __ | __ | ____ | ____ | | | __ | | | | | desagradable |
| directo   | __ | __ | ____ | ____ | | | __ | | | | | indirecto |
| significativo | __ | __ | ____ | ____ | | | __ | | | | | no significativo |
| justo     | __ | __ | ____ | ____ | | | __ | | | | | injusto |
| estable   | __ | __ | ____ | ____ | | | __ | | | | | inestable |
| razonable | __ | __ | ____ | ____ | | | __ | | | | | irrazonable |
158. Las enseñanzas de mi padre sobre la sexualidad fueron...

verdadero    ____   ____   ____   ____   ____   ____     falso
mucho        ____   ____   ____   ____   ____   ____     poco
positivo     ____   ____   ____   ____   ____   ____     negativo
constructivo ____   ____   ____   ____   ____   ____     destructivo
agradable    ____   ____   ____   ____   ____   ____     desagradable
directo      ____   ____   ____   ____   ____   ____     indirecto
significativo ____   ____   ____   ____   ____   ____     no significativo
justo        ____   ____   ____   ____   ____   ____     injusto
estable      ____   ____   ____   ____   ____   ____     inestable
razonable    ____   ____   ____   ____   ____   ____     irrazonable

159. Mi padre era la figura de autoridad máxima en mi casa.

verdadero    ____   ____   ____   ____   ____   ____     falso
mucho        ____   ____   ____   ____   ____   ____     poco
positivo     ____   ____   ____   ____   ____   ____     negativo
constructivo ____   ____   ____   ____   ____   ____     destructivo
agradable    ____   ____   ____   ____   ____   ____     desagradable
directo      ____   ____   ____   ____   ____   ____     indirecto
significativo ____   ____   ____   ____   ____   ____     no significativo
justo        ____   ____   ____   ____   ____   ____     injusto
estable      ____   ____   ____   ____   ____   ____     inestable
razonable    ____   ____   ____   ____   ____   ____     irrazonable
160. He sido/soy fiel a mi esposo/compañero.

| verdadero | ____ | ____ | ____ | ____ | ____ | ____ | falsa |
| mucho     | ____ | ____ | ____ | ____ | ____ | ____ | poco  |
| positivo  | ____ | ____ | ____ | ____ | ____ | ____ | negativo |
| constructivo | ____ | ____ | ____ | ____ | ____ | ____ | destructivo |
| agradable | ____ | ____ | ____ | ____ | ____ | ____ | desagradable |
| directo   | ____ | ____ | ____ | ____ | ____ | ____ | indirecto |
| significativo | ____ | ____ | ____ | ____ | ____ | ____ | no significativo |
| justo     | ____ | ____ | ____ | ____ | ____ | ____ | injusto |
| estable   | ____ | ____ | ____ | ____ | ____ | ____ | inestable |
| razonable | ____ | ____ | ____ | ____ | ____ | ____ | irrazonable |

161. De nina la relación con mi padre era...

| verdadero | ____ | ____ | ____ | ____ | ____ | ____ | falsa |
| mucho     | ____ | ____ | ____ | ____ | ____ | ____ | poco  |
| positivo  | ____ | ____ | ____ | ____ | ____ | ____ | negativo |
| constructivo | ____ | ____ | ____ | ____ | ____ | ____ | destructivo |
| agradable | ____ | ____ | ____ | ____ | ____ | ____ | desagradable |
| directo   | ____ | ____ | ____ | ____ | ____ | ____ | indirecto |
| significativo | ____ | ____ | ____ | ____ | ____ | ____ | no significativo |
| justo     | ____ | ____ | ____ | ____ | ____ | ____ | injusto |
| estable   | ____ | ____ | ____ | ____ | ____ | ____ | inestable |
| razonable | ____ | ____ | ____ | ____ | ____ | ____ | irrazonable |
162. De adulta la relación con mi padre es/fue...

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163. Mi padre ha influenciado en las cualidades que yo busco en un hombre.

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164. Papá es/era machista.

verdadero __ __ __ __ __ __ false
mucho __ __ __ __ __ __ poco
positivo __ __ __ __ __ __ negativo
constructivo __ __ __ __ __ __ destructivo
agradable __ __ __ __ __ __ desagradable
directo __ __ __ __ __ __ indirecto
significativo __ __ __ __ __ __ no significativo
justo __ __ __ __ __ __ injusto
estable __ __ __ __ __ __ instable
razonable __ __ __ __ __ __ irracional

PREGUNTA ABIERTA:

¿En qué forma, si alguna, usted cree que su padre ha influenciado en su/sus relación/relaciones íntimas heterosexuales?
APPENDIX E

ORAL INTERVIEWS QUESTIONNAIRE
Daughter:

1) Do you perceive any similarities between your husband and your father?

2) How was your relationship with your father when you were a child?

3) How does the relationship with your father changed as you were growing up?

4) How is your relationship with your father at this moment?

5) Which aspects of your childrearing was your father more active? Was there a sex-role division in your parents home? Which ones were your roles?

6) How did your father reacted to your first boyfriend?

7) Did your father gave you any type of sexual education or gave you any advice on how to behave with the boys or told you what to expect from them?

8) In which way, if any, you think your parents relationship has influenced your marriage? Do you surprise yourself sometimes re-living in your marriage scenes from your parents marriage?

9) If you could, what would you change from your relationship with your father?

*The translation of this questionnaire is a free translation.*
Father:

1) Do you perceive any similarities between yourself and your daughter's husband?

2) How was your relationship with your daughter when she was a child?

3) How does the relationship with your daughter changed as she was growing up?

4) How is your relationship with your daughter at this moment?

5) Which aspects of your daughter's childrearing were you more active? Were there division of chores based on sex-roles in your home? Which were your daughter's roles?

6) How did you reacted to your daughter's first boyfriend?

7) Did you gave you any type of sexual education to your daughter or gave her any advice on how to behave with the boys or told her what to expect from them?

8) In which way, if any, you think your own marital relationship has influenced your daughter's marriage? Do you sometimes see your daughter re-living in her marriage scenes from your marriage?

9) If you could, what would you change from your relationship with your daughter?

*The translation of this questionnaire is a free translation.
ENTREVISTAS ORALES

Hija:

1) ¿Ve alguna semejanza entre su esposo y su padre?

2) ¿Cómo era su padre con usted cuando era niña?

3) ¿Cómo fue cambiando su relación con su padre según iba creciendo?

4) ¿Cómo es su relación actual con su padre?

5) ¿En qué aspectos de su crianza era más activo su padre? ¿Había división de roles en el hogar de sus padres? ¿Cuáles eran sus roles?

6) ¿Cómo reaccionó su padre ante su primer novio?

7) ¿Le proveyó su padre algún tipo de educación sexual o le dió algún consejo de cómo comportarse o de qué esperar de los muchachos?

8) ¿De qué modo, si alguno, cree que ha influenciado la relación entre sus padres, en su propio matrimonio? ¿Se sorprende algunas veces viviendo en su matrimonio escenas del matrimonio de sus padres?

9) ¿Si pudiera, qué cambiaría de la relación con su padre según iba creciendo?
Padre:

1) ¿Ve alguna semejanza entre usted y el esposo de su hija?

2) ¿Cómo era su relación con su hija cuando ella era niña?

3) ¿Cómo fue cambiando su relación con su hija según ésta iba creciendo?

4) ¿Cómo es su relación actual con su hija?

5) ¿En qué aspectos de la crianza de su hija era usted más activo? ¿Había división de roles en su hogar? ¿Cuáles eran los roles de su hija?

6) ¿Cómo reaccionó ante el primer novio de su hija?

7) ¿Le proveyó algún tipo de educación sexual a su hija o le dió algún consejo de cómo comportarse o qué esperar de los muchachos?

8) ¿De qué modo, si alguno, cree usted que su propio matrimonio ha influenciado el matrimonio de su hija? ¿Alguna vez se sorprende de ver a su hija repetir escenas de su matrimonio en el de ella?

9) ¿Si pudiera cambiar algo en la relación con su hija según iba creciendo ella, qué cambiaría?
APPENDIX F

ITEM GROUPING USED IN THE STATISTICAL ANALYSES
ITEM GROUPING FOR THE STATISTICAL ANALYSES
{A} Father's Behavioral Characteristics vs. Husband/Companion Behavioral Characteristics

<FATHER>

[-] S1  1. Father is/was reserved.
[+] S1  4. My father has/had a very good sense of humor.

[-] S1 24. My father's behavior is/was unpredictable.
[+] S1 28. My father is/was a nice person.
[+] S1 30. My father is/was affectionate.

[-] S1 40. Father was tender only when he was drunk.
[+] S1 51. Father is/was reliable.
[-] S1 53. Father becomes/becomes violent when he drinks/drank.

[-] S1 55. Father is/was rude.
[-] S1 61. My father uses/used drugs.

[T] S2 73. My father belief is that is the husband's/companion's responsibility to make the final decisions at home.

[T] S2 102. Father believes that women need to be protected by their husband/companion.

[P] S2 104. During my adolescence my father encourage me to discuss any subject with him.
[+] S2 106. My father used to say that there is no excuse for men to hit his wife/companion.

[-] S2 117. My Father was very seldom home.
[-] S2 122. My father has/had a drinking problem.
[-] S2 126. My father's attitude implies/implied that men are smarter than woman.

[-] S2 129. My father is/was explosive when he gets/got upset.

[N] S2 133. My father is/was too demanding.
[-] S2 139. Father lives in his private world.
[T] S2 143. Father is/was domineering.
[T] S2 145. Father becomes/became easily depressed.
<HUSBAND/COMPANION>

[!] S1 15. When my husband/companion drinks, he becomes violent.

[N] S1 16. My husband/companion is tender only when he is drunk.

[+] S1 25. My husband/companion is reliable.

[-] S1 31. My husband/companion reserved.

[-] S1 33. My husband/companion is rude.

[+] S1 36. My husband/companion is affectionate.

[-] S1 49. My husband/companion is unpredictable.

[+] S1 52. My husband/companion is a nice person.

[-] S1 63. My husband/companion uses/used drugs.

[T] S2 65. My husband/companion belief is that is the man's responsibility to make the final decisions at home.

[-] S2 68. My husband/companion lives in his private world.

[-] S2 74. My husband/companion is explosive when he gets upset.

[+] S2 75. My husband/companion has a very good sense of humor.

[+] S2 79. I feel I can be very sincere with my husband/companion.

[-] S2 85. My husband/companion believes that men are smarter than women.

[T] S2 90. My husband/companion thinks that one of his duties is to protect me.

[-] S2 108. My husband/companion drinks/drank too much.

[-] S2 124. My husband/companion is domineering.

[-] S2 125. My husband/companion becomes/became easily depressed.

[-] S2 136. My husband/companion is very seldom at home.
(B) Father's Childrearing Practices vs. Husband/Companion Childrearing Practices

<FATHER>

[T] S1 9. My father watched me constantly, particularly when I went out with a boyfriend.

[T] S1 3. When I was a child, both my parents were the family breadwinners.

[P] S1 17. My father was more strict with the boys than with the girls.

[+] S1 18. My father encouraged his daughters to be independent.

[+] S1 21. My father preferred constructive dialogue to any other type of discipline.

[N] S1 26. My father was permissive.

[+] S1 34. I feel/felt safe when I am/was with my father.

[-] S1 42. When my father spanked me, he bruised me.

[+] S1 48. As a child I played a lot with my father.

[-] S1 60. I have/had a distant relationship with my father.

[+] S2 67. Honesty is/was important in my relationship with my father.

[T] S2 83. My parents did not allow dirty jokes in their house.


[-] S2 94. My father told me do not trust men.

[P] S2 97. My parents shared equally the child care.

[P] S2 98. My father used to say that an educated woman gets more respect from her husband/companion.

[T] S2 99. My father used to say that it is a woman's responsibility to control men passes.

[T] S2 100. My father was the breadwinner in my parent's house.

[T] S2 101. A look from our father was enough to make us behave.

[P] S2 104. During my adolescence my father encourage me to discuss any subject with him.

[+] S2 106. My father used to say that there is no excuse for men to hit his wife/companion.

[T] S2 110. My father used to say that men do not marry "easy women".

[T] S2 116. My father believed that the best discipline is a spanking.

[T] S2 120. We did not talk about sex in my parent's house.
My father contributes/contributed to make me feel that I am as capable as any man.

Father never talked with me about sex.

My husband/companion is more strict with the boys than with the girls.

I feel distant from my husband/companion.

My husband/companion prefers constructive dialogue to any other type of discipline.

When my husband/companion spanks the children, he bruises them.

My husband/companion and I enjoy each other company.

My husband/companion is permissive with the children.

My husband/companion is the main breadwinner.

My husband/companion's continuous watch makes me feel safe.

I feel safe in the presence of my husband/companion.

I feel comfortable expressing my sexuality with my husband/companion.

I feel I can be very sincere with my husband/companion.

Both my husband/companion and I are breadwinners.

My husband/companion says that he respect more educated women.

My husband/companion believes that the best discipline is a spanking.

My husband/companion shares equally our children care.

Dirty jokes are not allowed in my house.

A look from my husband/companion is enough to make the children behave.

Is very hard for my husband/companion to talk about sex with his daughters.

My husband/companion and I share equally household jobs.
Parental Marital Relationship vs. Daughter's Marital Relationship

<PARENTS MARRIAGE>

[P] S1 29. My parents liked to go out by themselves.
[P] S1 32. Father consulted everything with mother.
[+] S1 46. My mother has been faithful to my father.
[+] S1 59. My father liked to surprised my mother on special occasions.
[+] S1 62. My father has been faithful to my mother.
[+] S2 70. My father encouraged his daughters to study.
[N] S2 84. Mother was the boss at my parent's house.
[+] S2 87. My parents were affectionate in front of their children.
[-] S2 91. I learned to accept being hit by my husband/companion from my parents relationship.
[+] S2 93. My parents had their own private jokes.
[T] S2 103. Father did not allow mother to contradict him in public.
[-] S2 105. My father treats my mother as an inferior.
[-] S2 107. My parents fight/fought constantly with each other.
[+] S2 114. One of the most beautiful things in my parents marriage is/was the communication between them.
[+] S2 130. To communicate my parents only needed to look at each other.
[T] S2 134. I learned to submit to my husband/companion will from my parents relationship.
[T] S2 141. Father did not allow mother to do anything without consulting him.
DAUGHTER'S MARITAL RELATIONSHIP

[+] S1. 6. My husband/companion caresses me in front of the children.

[+] S1. 7. I feel that I can discuss any subject with my husband/companion.

[P] S1. 10. My husband/companion and I make the time to go out by ourselves.

[N] S1. 11. At home I am the one who have to make the final decisions.

[+] S1. 12. My husband/companion likes to surprise me on special occasions.

[P] S1. 19. My husband/companion and I consult everything before making a decision.

[-] S1. 27. I am/had been physically abused by my husband/companion.

[T] S1. 37. My husband/companion makes the final decisions at home.

[+] S2. 66. My husband/companion encourages me to excel in my profession.

[+] S2. 72. My husband/companion and I have our private jokes.

[-] S2. 76. My husband/companion and I fight constantly.

[+] S2. 80. A look is all my husband/companion and I need to communicate with each other.

[T] S2. 89. My husband/companion is a male chauvinist (machista).

[-] S2. 109. I feel my husband/companion treats me sometimes as if I were incompetent.

[-] S2. 111. I am afraid of contradicting my husband/companion in public.

[T] S2. 140. My husband/companion does not let me make my own decisions.
Tendency toward Violent vs. Non-violent Behaviors

<FATHER>

[+] S1 28. My father is/was gentle.
[+] S1 52. My husband/companion father is/was gentle.
[+] S1 57. I feel secure in the presence of my husband/companion.
[+] S1 55. Father is/was rude.
[+] S1 33. My husband/companion is/was rude.
[+] S2 57. Father is/was rude.
[+] S2 52. My husband/companion is/was gentle.
[+] S2 129. When my father became/becomes upset, he is/was insulting.
[+] S2 74. When my husband/companion became/becomes upset, he is/was insulting.
[+] S1 15. My husband/companion became/becomes violent when he drank/drinks.
[+] S1 8. My husband/companion became/becomes violent when he drank/drinks.
[+] S2 28. When my father became/becomes upset, he is/was insulting.
[+] S2 15. My husband/companion became/becomes violent when he drank/drinks.
[+] S2 8. My husband/companion became/becomes violent when he drank/drinks.
[+] S2 58. My father's presence made/makes me feel afraid.
[+] S2 42. Father's spanks left bruises in your body.
[+] S2 91. I learned, from my parents relationship, to accept being hit by my husband/companion.
[+] S2 107. My parents fight/fought constantly with each other.

<HUSBAND/COMpanion>

[+] S1 52. My husband/companion father is/was gentle.
[+] S1 57. I feel secure in the presence of my husband/companion.
[+] S1 33. My husband/companion is/was rude.
[+] S2 129. When my father became/becomes upset, he is/was insulting.
[+] S2 74. When my husband/companion became/becomes upset, he is/was insulting.
[+] S1 15. My husband/companion became/becomes violent when he drank/drinks.
[+] S1 8. My husband/companion became/becomes violent when he drank/drinks.
[+] S2 27. My husband/companion is/has been physically violent with me.
[+] S1 14. My husband/companion's presence makes me feel afraid.
[+] S2 15. My husband/companion became/becomes violent when he drank/drinks.
[+] S2 8. My husband/companion became/becomes violent when he drank/drinks.
[+] S1 27. My husband/companion is/has been physically violent with me.
[+] S1 14. My husband/companion's presence makes me feel afraid.
[+] S2 76. My husband/companion and I fight constantly.
[+] S2 111. I feel afraid to contradict my husband/companion in public.
[+] S2 35. I feel, I have to measure my words when I speak to my husband/companion.

<MOTHER>

[-] S1 44. Mother's spanks left bruises on your skin.
{E} Diffuse vs. Clear Differential Sex-role Delineation

**<FATHER>**

[P] S2 _98_. My father used to say that academic education was the best way a woman could get her husband/companion's respect.

[P] S2 _92_. My parents had an equal share of house chores.

[P] S2 _97_. My parents had an equal share of child care.

[P] S1 _13_. Both my parents were the family providers.

[P] S1 _32_. Father did not make any decisions without consulting with my mother.

[T] S2 _102_. Father believes that women need to be protected by their husband/companion.

[T] S2 _73_. My father believes that the husband/companion should make the family final decisions.

[T] S1 _17_. My father was more strict with the boys than with the girls.

[T] S2 _100_. My father was the family provider in my parent's house.

[T] S2 _134_. I learned, from my parents relationship, that I should submit myself to my husband/companion's will.

[T] S2 _141_. Father did not allowed mother to do anything without his consent.
<HUSBAND/COMPANION>

[P] S2 119. My husband/companion says that he feels more respect for women with a degree.


[P] S2 123. My husband/companion and I share the care of our children.

[P] S2 86. My husband/companion and I are both the family providers.


[T] S2 90. My husband/companion thinks that protecting me is part of his duties.

[T] S2 65. My husband/companion believes that final family decisions is man's responsibility.

[T] S1 2. My husband/companion was more strict with the boys than the girls.

[T] S2 39. My husband/companion has been the main family provider in my significant relationships.

[T] S1 37. My husband/companion is the one who makes the final decisions at home.

[T] S2 140. My husband/companion does not let me make my own decisions.
{F} Emotional Availability vs. Emotional Unavailability

**<FATHER>**

[+] S1 30. My father is/was emotionally expressive.

[+] S1 48. I used to play frequently with my father as a child.

[+] S1 38. I enjoy/enjoyed my father's companionship.

[+] S1 34. I feel/felt secure when I was with my father.

[+] S2 67. My relationship with my father is/was very honest.

[+] S1 145. Father becomes/became easily depressed.

[+] S2 139. Father lives in his own world.

[+] S1 1. Father is/was a reserved.

[+] S1 60. My relationship with my father is/was a distant one.

[+] S1 45. I have felt rejected by my father.

[P] S2 104. My father encouraged freedom to talk anything with him during my adolescence.

[N] S2 95. Only as an adult I have felt free to discuss anything with my father.

**<HUSBAND/COMpanion>**

[+] S1 36. My husband/companion is/was emotionally expressive.

[-] S1 125. My husband/companion becomes/became easily depressed.

[-] S2 68. My husband/companion lives in his own world.

[-] S1 31. My husband/companion is/was a reserved.
Drugs/Alcohol Abuser vs. Drugs/Alcohol Non-abuser

<FATHER>
[-] S2 122. My father has/had problems with alcohol.
[-] S1 53. Father became/becomes violent when he drank/drinks.
[-] S1 40. Father is tender only when he is drunk.
[-] S1 16. My father used/uses drugs.

<HUSBAND/COMPANION>
[-] S2 108. My husband/companion has/had problems with alcohol.
[-] S1 15. My husband/companion became/becomes violent when he drank/drinks.
[-] S1 63. My husband/companion used/uses drugs.
[-] S1 16. My husband/companion is tender only when he is drunk.

Contributor to Positive Self-esteem vs. Non-contributor to Positive Self-esteem

<FATHER>
[+] S1 18. My father encouraged independence in his daughters.
[+] S2 70. My father encouraged his daughters to study.
[-] S2 126. My father's general attitude made it implicit that women were not as smart as men.
[-] S2 105. My father treated my mother as an inferior.
[P] S2 132. My relationship with my father contributed to make me feel as capable as any man.

<HUSBAND/COMPANION>
[+] S2 66. My husband/companion encourages my professional progress.
[-] S2 85. My husband/companion's general attitude made it implicit that women were not as smart as men.
[-] S2 109. I feel that my husband/companion treats me sometimes as if I was an incompetent.
[-] S1 43. My husband/companion looks down on me.
{I} Sexuality

<FATHER>

[+] S2  87. My parents are/were affectual in front of the children.

[-] S2  144. Father never talked about sex with me.

[-] S2  94. My father told me that I should not trust men.

[-] S2  137. I learned that men cannot be trusted from my father.

[P] S1  29. My parents liked to go out by themselves.

[T] S1  9. My father watched me constantly, especially when I went out with a boyfriend.

[T] S2  99. My father used to say that it is a woman's responsibility to control men sexual advances.

[T] S2  110. My father used to say that men do not marry "easy women".

[T] S2  112. My father thinks that sexual advances are part of men's nature.

[T] S2  120. We did not talked about sexuality in my parents home.

[T] S2  83. My parents did not allowed obscene jokes at home.

<HUSBAND/COMPANION>

[+] S1  6. My husband/companion is physically expressive with me in front of the children.

[P] S2  77. I feel comfortable expressing my sexuality with my husband/companion.

[P] S1  10. My husband/companion makes time to go out alone with me.

[T] S2  131. My husband/companion has difficulty talking about sexuality with his daughters.

[T] S2  127. Double sense meaning are not allowed in my home.
<DAUGHTER'S SELF-PERCEPTION>

[+] S2 115. I feel comfortable with my sexuality.
[+] S2 113. I feel free to express myself affectively in front of others.
[+] S2 142. I make friends with men easily.
[-] S2 82. I feel insecure in the presence of men.
[-] S2 135. Men cannot be trusted.
[-] S2 78. I feel uncomfortable when people about sexuality with me.
[N] S1 47. There has been times when I have been sexually promiscuous.

{/J} Discipline

<FATHER>

[+] S1 21. My father's preferred mode of discipline was a constructive dialogue.
[-] S1 42. Father's spanks left bruises in your body.
[T] S2 101. A look from our father was enough to make us behave.
[T] S2 116. Spanking was father's preferred mode of discipline.
[N] S1 26. My father was permissive.

<HUSBAND/COMPANION>

[+] S1 5. My husband/companion's preferred mode of discipline is a constructive dialogue.
[-] S1 8. When my husband/companion spanks the children he leaves body marks in their skin.
[T] S2 128. A look of my husband/companion is enough to make the children behave.
[T] S2 121. My husband/companion says that a spank is the best discipline.
[N] S1 23. My husband/companion is permissive with the children.
<MOTHER>

[+] S1 41. Mother's preferred mode of discipline was constructive dialogue.

[+] S1 56. Mother preferred to punish rather than spanking.

[-] S1 44. Mother's spanks left bruises on your skin.

[T] S1 54. When we misbehaved, mother always threatened us with telling father.

[N] S1 20. Mother was permissive.
REFERENCES


