

# PERCEIVED FATHER INVOLVEMENT INVENTORY (PFII) - THE PLAN AND DEVELOPMENT

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**Abstract:** Michael Lamb in 1999, described father involvement as a multidimensional construct which includes affective, cognitive and ethical components, as well as observable behavioral components, and also includes indirect forms of involvement. Hawkins and Palkovitz in 1999 said that fathering scholars have to recognize the need for richer and broader measures of the construct of father involvement. And still later there were many attempts to study father involvement. And this is an attempt of the investigator for the initial advancement in the measurement of father involvement. Its goal is to construct a father involvement inventory which measures the perception of adolescents. The study describes father involvement as 12 dimensions.

**Index words:** *Perceived father involvement, Inventory, Dimensions of father involvement, Adolescence.*

## I. INTRODUCTION

The long term impact of father on the child's life is more of a function of child's perception about the relationship and the processes within. The test was constructed on the assumption that the children get affected heavily on their current and future functioning due to their retrospective perceptions about their parents as well as their parenting behavior. Father involvement is a concept that gets differentiated to a great extent by the perception. If the adolescent perceives that their father is highly or less involved then that perception itself may have a lot to contribute to their later behavior.

There are different domains of child's life that the father can get involved in to and how the child perceives about the level and extent of involvement is rather important than the quantity of time spent together. The judgment about the father-child relationship is the major concern of the present study.

This inventory has psychometric properties to collect preliminary data on the perceived father involvement of adolescents. It measures the extent to which the adolescent perceives their fathers as involved in the different domains of their life. The test obtained internal consistency with mental health scale and emotional intelligence scale. The scale consists of 12 domains.

### Development and planning of test

From the phenomenological analysis, a rich data describing the concept 'father involvement' among adolescents were gained. Since the topic was less researched in the Indian context the investigator felt a need to construct a test which would be helpful for a novice researcher in the future, on the related area. Within the constraints, the researchers did an attempt to build a 'Perceived Father Involvement Scale' which could provide an entry in to the field. Short and simple are better accepted and can provide best results and hence the investigator tried to make the number and content of the items short, precise and easy.

The Perceived Father Involvement Scale was intended to assess adolescents' perceptions of their fathers' involvement in different domains of their lives. The insights from the interpretive phenomenological analysis of the term 'father involvement' was used and the items to be included in the measure were derived from insightful selection, and by taking in to consideration the information provided by the literature (articles, journals, other documents) as well as from the interviews and group discussions conducted randomly on the topics like concept of father, positive and negative effects of father involvement, father absence, etc. The researcher found it difficult to eliminate many of the items that came up. Experts from

psychology and related fields also gave valuable suggestions for item selection and modifications. Many fathers and many adolescents, with whom the investigator could interact during the period of item writing, gave their contribution. This could help increase the construct validity. Items were written at random and the items which goes together were grouped together to make the number of items precise. Items were developed initially in Malayalam considering the local language of Kerala. But keeping in mind the necessity of the inventory to all groups of people an English translations were also given.

### **Try out**

To understand the reception, perception, interpretation and responses to each item, measure was pilot tested on a small group ( $n = 15$ ) of adolescents from the neighborhood. These students provided feedback on item content and suggested ways in which the items could be stated so as to get the actual response. Data from these pilot participants were not used in the analyses for this phase of the study. It was then given for expert valuation. Based on their advices and suggestions modifications were made. The test consisted of 99 items and was to be scored on a five point Likert scale

### **Participants**

Researcher used a sample diverse in gender, ethnicity, and family form. A total of 387 (46.5% male and 53.5% female) participated in this study. Data included adolescence from various part of Kerala. Data were collected from schools and from homes.

Demographic data collected included age, gender, religion, residential locality (rural/urban), family type (nuclear/joint) of the individual. Details about age of father and mother, relationship with father, mother and other family members, father-mother relationship, whether non-residential father and if yes, reason for the same, his frequency and duration of visits were also collected. Open-ended questions to record the mode of expression of fathers and mothers love and anger towards the child was also there. With an intention to generate a rapport and to sensitize participants to the topic as well as to cross verify the data during the analytic process.

### **Procedure and Administration**

The investigator met the authority of the institution, parents of adolescents and the adolescents itself sequentially, discussed the purpose, objectives and the need for study and the written consent form got filled in. Then, the Father Involvement Inventory together with the scoring sheet was given to the children. In schools, one hour class was taken on some general topic to the children so as to build a rapport between investigator and the group. After that an explanation regarding the concept and the purpose of administration of the test was clearly mentioned. Details regarding the self were asked to be written, for which the questions were printed in the response sheet. After giving a brief oral description participants were asked to read the instructions on the scale and respond to them by marking appropriate signs printed in the questionnaire. Participants were asked to respond to each item based on their relation to their father. Later the Emotional Intelligence Scale (EIS developed by Rinju George and Baby Shari, 2011) and Mental Health Scale (MHS developed by Gireeshan and Sam Sananda Raj, 1988) were also administered. These tests were used to find out the criterion validity and predictive validity.

Individual doubts were cleared in person and the questionnaire along with the response sheet was collected and was subjected to verification. Sheets with incomplete and improper responses were omitted. Later, the data were scored according to the previously set scoring key and was then entered in to the spread sheet for further statistical analysis

### **RESULT AND DISCUSSION**

The objective of this phase was to construct, standardize and set the psychometric properties for the measure of perceived father involvement.

#### **Item analysis**

It is a technique through which those items which are valid and suited to the purpose are selected and the rest are either eliminated or modified from the draft scale to suit the purpose. Initially, the data were entered in to spread sheet and was loaded in to the statistical software for analysis. The 99 item inventories was scored by considering the negative and positive items on the five point scale, was totaled and response sheets were arranged in the order of the criterion score (total score) in the descending order. Thirty three percent of the subjects with the lowest total score and 33 percent of the subjects with the highest total score were taken. Thus, the low and high group consisted of 128 subjects from the total size of 387.

One hundred twenty eight answer sheets having the highest criterion score were counted and these constituted the upper group. Similarly, one hundred twenty eight answer sheets having the lowest criterion score constituted the lower group. The 't'-value of the items of the low and high group was then computed. The value of 't' obtained was a measure of the extent to which a given item differentiated between the high and low group. Any 't'-value equal or greater than 1.96 (at 0.05 level of significance) and 2.58 (at 0.01 level of significance) were considered to indicate significant difference. Those items which showed significant difference, which shows that the item is able to discriminate the individuals on high and low perceived father involvement were included in the final form of the inventory. The mean, standard deviation of low and high group, t value and the significant levels between the groups are represented in table 1.

The final version of the questionnaire consisted of 72 items, which was divided in to 12 domains based on an Interpretive Phenomenological Analysis. The description of the test constructed finally is given in table 2.

### Scoring

Each item has to respond on a five point scale which implies A-always true, B-usually true, C-sometimes true, D-seldom true and E-never true. Except 4 items all the responds has to be scored as 5,4,3,2 and 1 for A, B, C, D and E respectively (table 3). Negative items are to be reverse scored (item no: 42, 48, 69 and 70). The 12 domains are nurturance, protection and provision, acceptance, understanding, guide to the outside world, providing support, responsibility, assistance in academics, disciplining, time spent together, role model and relationship with mother. Every domain is measured using 6 items each. Total scores for reported and desired involvement can be created by summing the respective domain ratings. Possible scores for these totals range from 72 to 360. Higher the score, higher the father involvement and lower the score, lower the father involvement.

### ITEM GROUPING

Based on the theoretical base acquired through the phenomenological enquiry the concept father involvement seemed to be explained through 12 major domains. The items selected through the item analysis process also pointed to a similar pattern. Hence the whole test was described as a totting up of 12 sub variables.

### Domains of Perceived Father Involvement Questionnaire

#### 1) Nurturance

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

#### 2) Provision and protection

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

#### 3) Acceptance

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

#### 4) Understanding

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

#### 5) Guide to the outside world

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

#### 6) Provide support

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

#### **7) Taking responsibility**

Being concerned and fulfill the responsibilities of a father. With whole heart, sacrificing his own wishes, for the needs of the child. Knowing the child, his surroundings, people he interact with etc. showing concern in the health status of the child and taking care of the child when he/she is sick

#### **8) Academic assistance**

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

#### **9) Discipline**

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

#### **10) Time spent together**

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

#### **11) Role model**

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

#### **12) Relationship with mother**

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

#### **REORDERING OF ITEMS**

The sequences of items were positioned so that a pattern arises to make the scoring easier. The items were arranged in such a way that an item from a sub variable repeats after every 12<sup>th</sup> item. Each sub variable consists of 6 items each (table 4).

#### **Reliability**

Reliability is the extent to which a test is internally consistent and has a predictive purpose. It also means the consistency of the scores obtained by some individuals re-examined with the test on different sets of equivalent items or under other variable examining conditions. For the present study, the reliability of the test has been established by the method of Cronbach alpha and the alpha coefficient obtained is 0.968. It is the estimate of the internal consistency and explains that, 96.8 % of the variance by combining the 72 items will be considered as true score or internally consistent or reliable.

#### **Validity**

Validity means truth or fidelity. It is the degree to which a test measures what it claims or intends to measure. For the present investigation the criterion validity of perceived father involvement with mental health was found to be 0.491 and the predictive validity with emotional intelligence scale was found to be 0.443 and can be interpreted as a significant value. By expert valuation the test could claim face validity also.

#### **CONCLUSION**

To measure and quantify any construct is a need of the hour in psychology when it comes for a quick assessment. The objective of this phase of the study was to construct and standardize a scale to measure the perceived father involvement among adolescents. It can be used as a measure to compare and to study the relationship between father involvement and adolescent development and wellbeing. It can act as a measure of quality, content, and structure of fathering. It can help fathers to place them on the ladder of fathering and can do improve on their weaknesses and can better develop their strengths.

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## TABLES

Table 1: Results for item analysis for selecting items for the final scale.

Item	Low group		High group		t-value	Item	Low group		High group		t-value
	Mean	S. D.	Mean	S. D.			Mean	S. D.	Mean	S. D.	
1	2.92	1.012	4.53	0.657	13.432	51	3.66	1.273	4.64	0.729	6.730*
2	3.62	1.270	4.82	0.713	8.286*	52	2.87	1.376	4.86	0.448	13.828
3	3.93	1.233	4.99	0.100	8.612	53	2.23	1.448	4.02	1.371	8.998
4	3.23	1.302	4.53	0.672	8.943	54	3.61	1.238	4.65	0.767	7.189*
5	3.35	1.321	4.89	0.372	11.283	55	1.98	1.044	4.56	0.699	20.639
6	3.28	1.441	4.88	0.431	11.025	56	3.48	1.329	4.87	0.611	9.549
7	8.00	1.155	4.82	0.433	14.835	57	1.42	0.987	3.65	1.652	11.623
8	2.68	1.197	4.65	0.623	14.683	58	3.65	1.344	4.85	0.536	8.340
9	2.40	1.484	3.85	1.410	7.110*	59	2.00	1.310	4.11	1.318	11.373
10	3.00	1.247	4.93	0.255	15.239	60	2.53	1.049	4.93	0.381	21.608
11	3.06	1.347	4.07	1.358	5.289*	61	2.33	1.393	4.27	1.157	10.731
12	2.60	1.231	4.40	0.895	11.838	62	2.75	1.290	4.62	0.811	12.343
13	2.47	1.259	4.62	0.646	15.282	63	1.55	1.209	2.55	1.609	4.999*
14	3.13	1.276	4.88	0.475	12.914	64	3.18	1.184	4.66	0.667	10.956
15	3.03	1.251	4.65	0.573	11.847	65	3.34	1.257	4.82	0.477	11.068
16	2.68	1.109	4.84	0.441	18.189	66	3.33	1.570	4.90	0.387	9.759
17	3.86	1.363	4.90	0.332	7.454*	67	2.12	1.380	4.28	1.141	12.082
18	3.22	1.211	4.85	0.456	12.665	68	2.77	1.427	4.58	0.752	11.289
19	3.54	1.403	4.95	0.218	9.984	69	3.25	1.351	4.92	0.309	12.117
20	2.93	1.208	4.87	0.337	15.484	70	3.11	1.490	4.22	1.361	5.505*
21	3.12	1.328	4.85	0.357	12.650	71	2.56	1.336	4.50	0.832	12.340
22	3.33	1.378	4.94	0.276	11.511	72	3.42	1.237	4.56	0.740	6.573*
23	3.23	1.340	4.89	0.422	11.879	73	1.47	0.979	3.85	1.314	14.556
24	3.24	1.525	4.91	0.319	10.775	74	1.79	1.175	3.63	1.398	10.118
25	1.89	1.152	4.49	0.867	18.196	75	2.78	1.338	4.64	0.593	12.789
26	2.83	1.443	4.35	1.053	8.518	76	2.20	1.044	4.75	0.478	22.317
27	2.35	1.298	4.37	1.007	12.312	77	3.13	1.397	4.45	1.127	7.351*
28	3.66	1.387	4.63	0.703	6.286*	78	2.44	1.416	4.55	0.943	12.468
29	3.65	1.540	4.85	0.654	7.212*	79	3.16	1.434	4.70	0.867	9.245
30	2.54	1.337	4.91	0.286	17.429	80	3.43	1.387	4.43	1.219	5.406*
31	2.71	1.387	4.87	0.391	15.061	81	1.96	1.294	3.93	1.079	11.728
32	3.11	1.363	4.60	1.059	8.684	82	3.28	1.484	3.64	1.689	1.620*
33	3.91	1.331	4.88	0.454	6.923*	83	3.11	1.278	4.64	0.915	9.661
34	2.80	1.303	4.48	0.856	10.787	84	2.81	1.419	3.64	1.659	3.826*
35	3.15	1.373	4.29	1.160	6.342*	85	2.64	1.547	3.56	1.609	4.151*
36	2.87	1.397	4.47	0.975	9.393	86	3.16	1.339	3.58	1.557	2.070*
37	3.05	1.344	4.93	0.292	13.743	87	3.26	1.522	4.67	0.939	7.932*
38	2.19	1.426	4.48	0.976	13.269	88	2.94	1.510	4.51	1.064	8.555

39	2.67	1.410	4.28	1.059	10.278	89	3.87	1.338	4.56	1.072	4.062*
40	2.36	1.345	4.23	1.121	10.698	90	2.75	1.366	3.08	1.495	1.630*
41	3.40	1.407	4.78	0.610	9.051	91	2.66	1.094	4.47	1.006	12.183
42	1.67	1.118	3.98	1.191	14.216	92	3.20	1.239	4.69	0.745	10.365
43	3.52	1.403	4.95	0.328	9.973	93	2.72	1.311	4.41	1.185	9.567
44	2.35	1.373	4.33	0.968	11.211	94	2.05	1.242	3.66	1.505	8.284*
45	3.43	1.365	4.94	0.238	10.954	95	3.11	1.340	3.79	1.589	3.288*
46	3.30	1.345	4.90	0.361	11.554	96	3.75	1.351	4.84	0.543	7.529*
47	2.43	1.499	4.48	0.986	11.438	97	3.17	1.464	4.15	1.359	4.912*
48	2.85	1.266	4.84	0.674	13.936	98	4.33	1.074	4.48	1.246	0.885*
49	2.45	1.226	4.92	0.392	19.286	99	2.99	1.283	4.67	0.709	11.528
50	2.91	1.326	4.98	0.140	15.598	-	-	-	-	-	-

Note: items not selected for the final scale are marked with asterisk (\*)

Table 2: The initial and final item numbering.

Item numbers							
Old	New	Old	New	Old	New	Old	New
1	Item 1	19	Item19	37	Item50	55	Item45
2	Item3	20	Item38	38	Item37	56	Item73
3	Item4	21	Item43	39	Item47	57	Item94
4	Item10	22	Item26	40	Item31	58	Item55
5	Item39	23	Item22	41	Item53	59	Item75
6	Item7	24	Item57	42	Item88	60	Item60
7	Item14	25	Item20	43	Item36	61	Item92
8	Item34	26	Item15	44	Item71	62	Item70
9	Item42	27	Item24	45	Item81	63	Item64
10	Item25	28	Item30	46	Item96	64	Item65
11	Item18	29	Item52	47	Item41	65	Item79
12	Item56	30	Item16	48	Item59	66	Item91
13	Item12	31	Item21	49	Item67	67	Item78
14	Item6	32	Item4	50	Item69	68	Item74
15	Item5	33	Item44	51	Item48	69	Item99
16	Item13	34	Item27	52	Item62	70	Item76
17	Item40	35	Item23	53	Item68	71	Item66
18	Item8	36	Item58	54	Item49	72	Item61

Table 3: Response categories of Father Involvement Inventory with their respective numerical weightage.

Response category	Numerical weightage*
A) Always true	5
B) Usually true	4
C) Sometimes true	3
D) Seldom true	2
E) Never true	1

\*Negative items are to be reverse scored (item no: 42, 48, 69 and 70).

Table 4 : Showing the 12 domains and the item numbers.

S :NO	Domains	Items					
1	Nurturance	1	13	25	37	49	61

2	Protection and provision	2	14	26	38	50	62
3	Acceptance	3	15	27	39	51	63
4	Understanding	4	16	28	40	52	64
5	Guide to the outside world	5	17	29	41	53	65
6	Provide support	6	18	30	42	54	66
7	Taking responsibility	7	19	31	43	55	67
8	Academic assistance	8	20	32	44	56	68
9	Discipline	9	21	33	45	57	69
10	Time spent together	10	22	34	46	58	70
11	Role model	11	23	35	47	59	71
12	Relationship with mother	12	24	36	48	60	72

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

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

Sl. No	Item	A	B	C	D	E
1.	Father caresses me (shows love and warmth)					
2.	He is concerned about providing me with basic requirements like food, clothing and shelter.					
3.	He accepts my deeds					
4.	We are mentally close to each other					
5.	He takes me to the market when he go to buy articles.					
6.	He supports me during activities					
7.	He is concerned about me					
8.	He is usually present for my school meetings.					
9.	He punishes me for my wrong deed mistakes					
10.						

	We play together					
11.	He is my role model					
12.	On matters that deals with me, father and mother makes decisions together.					
13.	He helps me with my daily activities					
14.	I have freedom to present any matter at anytime to my father					
15.	He praise my abilities/skills					
16.	He is friendly towards me					
17.	He usually introduce me to his friends and colleagues.					
18.	He is attentive to my mental states					
19.	He fulfills his responsibilities as a father.					
20.	He give me assistance on my studies					
21.	He clarifies to me about right and wrong					
22.	During leisure, we do activities together (gardening, cleaning, farming etc.)					
23.	He is my touch bearer					
24.	My parents have a close relationship					
25.	Father is very kind towards me					
26.	I feel relaxed when I am with my father					
27.	He believe me					
28.	He is aware of my interests					
29.	He has an influence in determining my attitude towards life and the world					
30.						



	He gives me confidence in my new endeavors					
31.	With whole heart he sacrifice for me					
32.	He is concerned about my education					
33.	He advice me to learn religious matters					
34.	We visit our relatives or places during holidays					
35.	He is a guide to me					
36.	He is a good friend to mother					
37.	He rejoice with me in my happiness					
38.	He provides me with 'pocket money'.					
39.	He is aware of my ambition					
40.	He knows my interests					
41.	We discuss about the news in News papers, television etc.					
42.	He blame for my disabilities					
43.	He is familiar to my friends					
44.	We often have discussions and debates that stimulates my thoughts					
45.	He gives me freedom with limits					
46.	We spend time together.					
47.	He is my role model for me to "behave with the opposite sex					
48.	Father and Mother has misunderstandings/ conflicts					
49.	He watches programmes that I participates and praise me					
50.						

	He does his best to satisfy my needs.					
51.	He respects my individuality					
52.	I have the freedom to talk on any matter to him					
53.	I learned about the world through my father					
54.	He supports me in my difficult time					
55.	He is concerned about my health					
56.	He helps me with my homework and projects.					
57.	He has explained me about the rationality of setting limits on me					
58.	We have meals together when we are at home					
59.	We visit library together					
60.	He expresses love towards mother					
61.	He shows interest on my matters					
62.	He satisfies my needs without me asking for it.					
63.	His dreams about me are realistic.					
64.	When we have conflicting ideas we resolve it smoothly.					
65.	I learned the lessons of spending money and time from my father.					
66.	He supports me on my decisions					
67.	He supports me on my decisions					
68.	We watch educational programmes together					
69.	He just give me advice without extending support					
70.	I feel happier when my father is away from					

	home					
71.	I understood “masculine behaviour’ through my father					
72.	He cracks jokes with my mother					

