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“To reveal or not to reveal”?: A comparison of Hispanic daughters' openness toward mothers & risky behavior as a function of father-involvement

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“TO REVEAL OR NOT TO REVEAL”?: A COMPARISON OF HISPANIC DAUGHTERS’
OPENNESS TOWARD MOTHERS & RISKY BEHAVIOR
AS A FUNCTION OF FATHER-INVOLVEMENT

A Thesis

by

CYNTHIA A. CHAVEZ

Submitted to the Graduate School of
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“TO REVEAL OR NOT TO REVEAL”?: A COMPARISON OF HISPANIC DAUGHTERS’
OPENNESS TOWARD MOTHERS & RISKY BEHAVIOR
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May 2011

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ABSTRACT

Chavez, Cynthia A., “To Reveal Or Not To Reveal?”: A Comparison of Hispanic Daughters’ Openness Toward Mothers & Risky Behavior as a Function of Father- Involvement. Master of Arts (MA), May, 2011, pp.48, 8 tables, 40 references, 46 titles.

Using Communication Privacy Management Theory as a framework, this study examined the relationship between father-involvement, daughter-mother openness, and risky behavior. All participants were given a questionnaire that measured their openness toward their mother, perceived/desired father involvement, and their risk behavior. The questionnaire addressed subject’s willingness to disclose information on specific topics (i.e. sex, pregnancy, contraception and drugs) that involve high risks when disclosed. This specificity of topics will serve as an aid to measure the extent or degree of openness that may exist within the daughter-mother relationship as a function of father-involvement and at risk behaviors. Predicted results are expected to indicate an inverse correlation between daughter-mother openness, father-involvement, and risky behavior. From the quantitative information gathered from all the participants, several pedagogical implications, limitations and directions for future research will be discussed.

DEDICATION

I dedicate this thesis to my beloved five-year old motivation, my daughter Mia, who at such a young age understood and supported the dedication mommy had to persevere to complete this thesis. I am extremely thankful for my grandmother Dora, my grandfather Ruben, my mother Lupita, sisters Brenda and Doris, and my brother-in law Rick for their advice and for continuously pushing me to strive for and achieve more. Also, to the man that will forever make my heart skip more than a single beat, Omar.

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A special thanks to my closest and dearest friends Jenny, Marlene, JD, Marla, and Britt. I am also grateful for my church group, for their encouraging words of hope, faith, and prayers. To the “original graduate wolf-pack of friends” for those long chats of shared stress, support and prayers. Graduate school would of not being significant $p>0.05$ without any of ya’ll, Thank you.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	viii
CHAPTER I. INTRODUCTION.....	1
CHAPTER II. REVIEW OF LITERATURE.....	3
Father-Involvement.....	4
Daughter-Mother Openness.....	5
The Communication Privacy Management Theory (CPM).....	5
Risky Behavior.....	7
Rationale.....	8
Hypothesis.....	12
CHAPTER III. METHODOLOGY	13
Participants and Procedure.....	13
Instruments.....	14
Data Analysis.....	16
CHAPTER IV. RESULTS.....	18
CHAPTER V. SUMMARY AND CONCLUSION	26

Limitations.....	30
Future Research.....	30
REFERENCES.....	32
APPENDIX A.....	36
APPENDIX B.....	38
APPENDIX C.....	40
APPENDIX D.....	42
APPENDIX E.....	44
APPENDIX F.....	46
BIOGRAPHICAL SKETCH.....	48

LIST OF TABLES

	Page
Table 1: Hypothesis 1 Correlation.....	18
Table 2: Hypothesis 2(a) Correlation.....	19
Table 3: Hypothesis 2(b) Correlation.....	20
Table 4: Hypothesis 3 Correlation.....	21
Table 5: Hypothesis 3 T-test.....	22
Table 6: Hypothesis 4 Correlation.....	23
Table 7: Hypothesis 5 Correlation.....	24
Table 8: Hypothesis 5 T-test.....	25

CHAPTER I

INTRODUCTION

The Center for Disease Control estimates that there are 19 million new sexually transmitted disease (STD) infections each year, and almost half of them are among young women 15 to 24 years of age. The amount of \$15.9 billion is estimated to be cost of STDs to the U.S. health care system annually (Center for Disease Control [CDC], 2008). Some researchers blame the U.S. schools system, while others blame the families of these teenagers for their lack of communication about these essential topics. Family communication regarding sex facilitates children's openness with dating partners and it has also been positively linked with birth control, a result heretofore not achieved by institutional education (Warren, 1992). Open family communication about sex creates a contrary primary focus for teenage relationships; meaning that sex becomes "normalized" and thus grounds for promiscuity are not fertilized (Warren, 1992).

In the United States the idea of women freely expressing themselves or being open about certain topics such as sex, contraception, pregnancies and drugs continues to be a controversial issue. Therefore, this reticence becomes a contributor factor to the STDs problem among this age group along with other problems such as unwanted pregnancies, suicides, drug addiction, among others. One part of the problem is that these women are communicating or confiding in others instead of their mothers, and therefore, the chances for receiving improper or misleading

information increase. Other non-parental sources such as peers and schools have been suggested through research to play an important role in adolescent sexual risk (Harper, Gannon, Watson, Catania, & Dolcini, 2004; Kirby, 2007; Kirby Larris, & Rolleri, 2007). The topics avoided are those that may prevent young women from becoming one more statistic whether it will be a STD statistic or any other epidemic that is affecting society today. Open communication about sex with mothers has been significantly associated with to decrease HIV risks (Kagunpu, Baptiste, McBride, Robinson-Brown, Crowl, & Parikoff, 2010). Some factors may contribute or impact the amount of openness within a daughter-mother relationship. The purpose of this study will be to highlight the differences, if any, in the amount of openness within the daughter-mother relationship and risky behavior, as a function to the extent of father involvement.

This study is particularly interested in examining the daughter-mother communication and risky behavior as a function of father-involvement within the Hispanic community. Hispanics are among the highest ranked for most at risk behaviors. Although Hispanic women represent 7% of the US population they account for 20% of cumulative female AIDS cases (CDC, 1999). In 1997 the teen birth rate among Latinas was almost twice the National average (National Campaign to Prevent Teen Pregnancy, 1999). Poverty, discriminations, and health care barriers among other cultural factor have been previously used to explain such risky behaviors (Raffaelli & Ontai, 2001).

CHAPTER II

REVIEW OF LITERATURE

The socialization process is significantly affected by the role culture by shaping the specific beliefs and values held by parents (McDade 1993). Such cultural beliefs are relevant to the socialization of daughters in particular pertaining to the importance of virginity until marriage, also influenced by other historical religion beliefs and honour family codes (Raffaelli & Ontai, 2001). Therefore, any type of premarital sexual activity is not only seen as a taboo among the Hispanic community, but it is also seen as a way to dishonor the family. Drastic measures are taken in an effort to protect the families' reputation and honor. To maintain daughter's virginity Hispanic families often establish rules regarding dating and contact with males and in an effort to maintain their virgin daughters closer to home (Villarruel, 1998). Hispanic families' are known for being strict with their children and have strong influences on family orientation.

Hispanics socialization practices are influenced by *familismo*, and emphasis on the family as the primary source of social support and identity, and *respeto*, the need to maintain respectful hierarchical relationships (Marin, 1988, 1989; Taylor, 1996). Such hierarchical relationships stress the importance of proper communication between different generations in such as children to parent communication, or between gender such as daughter-mother and

daughter-father dyads. Several topics may be omitted in the process of maintaining proper communication between the children and the parents. Hispanic parents are often hesitant to discuss sexuality with their daughters (Darabi & Asencio 1987), and they communicate less about sexual topics when compared to other ethnic groups (CDC 1991). The small number of studies conducted to date limit conclusions about how traditional culture influences socialization and sexual communication among Hispanic families.

Father-Involvement

More than half a century ago, father-involvement was described and limited to instrumental functions such as providing income and disciplining children, where as mothers were limited to expressive functions such as caregiving, companionship, and leisure activities (Parsons & Bales, 1955). However, the 1960s and 1970s social and sexual revolution changed this contemporary parenting to a more dual-family structure sharing all instrumental and expressive functions of parenting (Finley and Schwartz, 2004). Therefore, this study refers *father-involvement* as the *extent* to which fathers participate in instrumental and expressive functions of their children's lives (Day & Lamb, 2003; Tamis-LeMonda & Cabrera, 2002). Father-involvement has been previously measured by Finley & Schwartz, 2004 father-involvement scale, which assesses perceived and desired involvement in the different domains of childhood and adolescence. Judgments or attitudes towards father-involvement has not been directly investigated among Hispanics, however research suggest that it is determined by cultural rules, beliefs, and influences such as *familismo* and *respecto* among other cultural forces (Villarruel, 1998; Marin, 1988, 1989; Taylor, 1996).

Daughter-Mother Openness

Daughter-mother openness has been previously defined as openly disclosing or discussing thoughts, feelings, or viewpoints about the self, others, or events (Dailey, 2006), and it has been originally measured through Barnes and Olson's (1983) Parent-Adolescent Communication Scale. Defining openness is very important because it distinguishes the boundaries between both privacy and openness. Openness-closeness may also be defined as the interplay of the need for disclosure and the desire for privacy (Baxter, 1993). Previous research suggest or implies that privacy boundaries do exist when communicating or disclosing with others, for this specific study, privacy boundaries will be referred by what may be revealed (openness) and what you choose to conceal as private information (closeness) (McBride & Bergen, 2008). Such privacy boundaries are determined by certain criteria or rules which include; risk assessment, cultural expectations, gender differences, personal motivations, situational demands, and boundary permeability which prevent a daughter from opening up, or confiding to the mother. This study employs The Communication Privacy Management theory to explain or determine if the factors of father- involvement and Hispanic culture have an association with the management of these privacy boundaries in daughter-mother disclosure. In previous studies culture, specifically Hispanic has not predicted an increase in depth disclosure, only a decrease (Parker-Raley,2007).

The Communication Privacy Management Theory (CPM)

The Communication Privacy Management Theory has been previously used as theoretical framework to examine how adolescents strategically avoid discussing topics with their parents leading to privacy instead of openness. All relationships are created through a dialogue or

conversation, and as once described by Bakhtin in the 1960s, a dialogue is created through the exchange of spoken or written context between two people. The dialectic approach allows us to explore underlying tensions or contradictions that may exist because of the interplay of competing perspectives during difficult conversations (Baxter, 2006). Every dialogue has dialectical tensions where opposing forces or contradictions are managed (Baxter, 1993). One of these dialectical tensions includes openness-closeness [privacy]; this is the tension that forces someone in making the decision between revealing information or keeping it a secret. “The Communication Privacy Management Theory (CPM) addresses this tension by stating that it is managed by boundaries that will determine what to disclose (openness) “public”, and what not to disclose “private” (Littlejohn & Foss, 2008, p. 212-213). Privacy boundaries may be permeable meaning that some information may be revealed or impermeable meaning that this information is never shared. Relational partners work together (negotiate) what information they can be open about with each other and what information must remain private. These dyadic partners include the daughter-mother relationship which has been associated as previously mentioned to have boundaries that need to be managed in order to have open communication. The arguments have been made before that “boundary coordination requires negotiation of ownership, rule formation or rule usage” (Petronio, 2000, p. 43) Since Hispanics have been associated with multiple restrictions based on cultural rules, CPM theory addresses or explains that lack of negotiation of such boundaries, or rules may lead to close communication or perhaps a higher increase for at risk behaviors (CDC, 1991).

Risky Behavior

Health risk behaviors contribute to the leading causes of mortality and morbidity among children, are established during childhood, extend in to adulthood, and are interrelated (Riesch, Anderson, & Krueger 2006). All health risk behaviors could be categorized in six areas; (1) behaviors that contribute to unintentional and intentional injuries, (2) tobacco use, (3) alcohol and other drug use, (4) sexual behavior that contribute to unintended pregnancy and sexually transmitted diseases (5) dietary behaviors, and (6) physical inactivity (Brener, Collins, Kann, Warren, & Williams, 1995). These six areas were originally incorporated in 1988's Youth Risk Behavior Survey (YRBS). This survey was designed by the U.S. Center for disease control as a source to measure health risk behaviors of high school students nationwide. State and local agencies and nongovernmental organizations use YRBS data to set health education and health promotion goal, support curricula or program modifications, support legislation that promotes health, and seek funding for new initiatives (Grunbaum, Kann, Kinchen, Ross, Hawkins, Lowry, Harris, McManus, Chyen & Collins, 2004). Several claims have been made through research to examine factors for risky behaviors these include; parental separation or divorce and parental educational background which have been associated with health-risk behavior negatively (Riesch et al. 2006). In addition, perceived poor parental communication is strongly associated with adolescent self-harm (Tulloch, Blizzard, & Pinkus, 1997). The communication processes that have been shown to reduce health-risk behavior are characterized by open expression of ideas and feelings satisfaction with the family system, family caring, and ability to manage conflict (Riesch et al., 2006).

Rationale

There are many different characteristics that may contribute to non-father involvement or low-father involvement (i.e. parental divorce, separation, deceased, never-married, minimal or no contact between parents or children) however, only a few of these characteristics leading to non-father involvement have been investigated. For this specific reason, this research will use divorce (apparent most investigated characteristic) in an effort to explain the association between the function of non-father involvement, or less-father-involvement and daughter-mother communication. The importance of desired parental involvement may not be limited to divorced families. Now a day a significant amount of mothers are entering the labor force, and this has increased the number of dual-earner families (Sayer, 2005), therefore more and more children and adolescents may not be receiving sufficient involvement from either parent to meet their needs. Also, research suggests that being apart from one's biological father is associated with an increase of negative adverse child and adolescent outcomes; yet, the role of the father-child relationship in understanding this association has not been directly investigated (Carlson, 2006). Very few evidence exists for one of the externalizing outcomes that father-involvement might be more beneficial for boys than for girls' behavior (Carlson, 2006). Therefore, this study's primary focus was Hispanic females to examine their communication openness with as a function of father involvement and their possibilities for engaging in risky behavior.

The majority of non-resident fathers are not highly engaged and do not maintain close relationships with their children once they move out of the household, although there may be a subset of both divorced and never-married non-resident fathers who opt to maintain strong ties (Furstenberg & Harris, 1992). A father who is not highly engaged or portrays lack of effort to

maintain a close relationship with their son/daughter could be referred or perceived as a non-involved father, or non-father involvement.

Fathers and mothers play different roles in the family system. Fathers are expected to fulfill largely instrumental functions, such as providing income and disciplining children, whereas, mothers are expected to fulfill largely expressive functions such as caregiving, companionship, and sharing leisure activities (Parsons and Bales, 1955). For this same reason the concept of father involvement relies on how each individual may perceive father involvement. Some may perceive their father to be extremely involved in their lives because they offer financial support, while others simply assume a large quantity of time spent with their father is equivalent to a great extent of father-involvement. The amount of *time* a parent actually spends with the child has been previously described as father-involvement however a determining factor should be the child's perception of the parent's *level* and *quality* of involvement as opposed to the time (Pleck, 1997). The present study refers to *father-involvement* as the *extent* to which fathers participate in various aspects of their children's lives (Day & Lamb, 2003; Tamis-LeMonda & Cabrera, 2002). The extent to which a father may be involved in an individual's life will be measured accordingly by the scores obtained on Finley's & Schwartz 2004, father involvement scale which ranges from 20-100 possible points (on either subscale perceived father-involvement, or desired father-involvement).

Divorce has been defined in previous research as the act that terminates a romantic relationship therefore; family members are left behind to re-configure their relationships (Coleman & Ganong, 1995). These re-configurations include the relationship between the mother and daughter. "When one parent leaves the family system, the other parent may expect a child to fulfill an emotional role of confidant or task role of household helper" (Galvin, Bylund,

& Brommel, 2008, p. 167). Therefore, mothers increase depth disclosure, or open up about personal feelings to the daughters. As a reason for disclosing more depth to their mothers, literature suggests that daughters from divorced homes emphasize the lack of contact or quality time spent with their fathers (Raley, 2007). This may result in reciprocal disclosure, meaning that individuals share information about themselves with other individuals, and they expect the same in return with similar risk or depth also (Beebe, S. A., Beebe S. J. & Ivy, 2007). This brings an interesting point to consider within the divorced mother and daughter relationship. When a mother self-discloses to her daughter, the daughter will be more likely to self-disclose accordingly because of reciprocity therefore leading to more openness within the relationship.

“Divorce has been considered to be a disruption of the family life course and it is characterized by loss, change, and complexity, the transitional crisis creates emotional and practical upheaval: divorce tends to have two phases. Phase 1—the separation and legalization and phase 2—the settling in to the single-parent family form” (Carter & McGoldrick, 2005). Intact families have both parents present in the household; therefore, the risks of disclosing become higher. Self-disclosure can be positively rewarding because of its ability to strengthen a relationship and enhance trust, but it is not without its risks (Beebe, et al., 2007). Daughters from divorced families or with a non-involved father could be more open with their communication because the risks of being reprimanded are lower, only one effort is made to meet one of the parent’ expectations instead of two.

Divorce breaks the social norm of a traditional family; as a result other cultural norms may be broken in the process. Family interactions are influenced by cultural expectations by imposing cultural reality on family members (Yerby, Buerkel-Rothfuss & Bochner, 1990). Previous studies have also indicated that culture has not been seen as a reason for greater depth

of disclosure between daughter-mother relationships. On the contrary, culture has been used to explain less depth (Parker-Raley, 2007). If daughters have the perception that their mothers have already broken a social or cultural norm through their act of divorce, or any other characteristic that has classified them as a single-mother, there is a possibility that the daughters will perceive the mother as not having the right to be as judgmental as compared to a mother of a traditional family. Therefore, they may perceive lower risks of being criticized by their own mothers and this could result in an increase of depth disclosure allowing more openness within the daughter-mother relationship. “Daughters whose mothers were divorced from their biological fathers disclosed in greater depth about sexual behavior to their mothers than daughters whose parents were still married” (Raley, 2007, p.11). Mothers set restrictions or boundaries on the topics, and as a result this may create a boundary negotiation for the daughters, or vice versa.

In addition, the lack of communication training for the mothers along with the lack of institutional sex education for the daughters creates an uncomfortable interaction between the two because of the tension of what information they can be open about and what information must remain private. Therefore, this study uses the Communication Privacy Management Theory as framework to justify how daughters chose to be open or private within the daughter-mother relationship suggesting that there are factors such as father-involvement and culture that may influence their boundary management. An increase of nontraditional family forms in the United States has become an important issue because of large literature showing that children face an increased risk of academic and behavioral deficits when raised in a nontraditional family (Gibson-Davis, 2008). With this and prior literature suggestions in mind, the following associations between father-involvement, daughter-mother openness, and risky behaviors will be tested:

Hypotheses

H1: There will be an inverse correlation between perceived father-involvement and daughter-mother openness.

H2: There will be an inverse correlation between perceived and desired father-involvement and risky behavior.

H3: There will be an inverse correlation between the father-involvement total change score and daughter-mother openness.

H4: There will be an inverse correlation between daughter- mother openness and risky behavior.

H5: There will be an inverse correlation between a father-involvement total change score and risky behavior

CHAPTER III

METHODOLOGY

Participants and Procedures

This study used a large convenience sample of 239 participants from which a purposive sample of 134 was drawn. The purposive sample was determined by the participant's sex and ethnicity (see appendix A, item 1). The purposive sample was selected on the basis of two particular characteristics; one, reporting to be female and two, reporting to be Hispanic through self-report. All other participants who did not possess these characteristics were considered for future research. All participants were students enrolled in a variety of lower division basic courses in two southern universities. All data from the purpose sample was used, the majority (85%) of the participants reported to be 18-24 years of age, this age range corresponded with the 15 to 24 age range, which as previously mentioned this was the age group and ethnicity that was ranked among the highest for sexually transmitted diseases (CDC, 2008).

Both southwestern universities institutional review board granted the approval of the study to be conducted within each university. Recruitment was performed by the researcher by requesting permission from the professors to enter the classrooms to administer the questionnaire (see appendix F). The students were instructed that their participation in the study was not mandatory; however, their participation would be greatly appreciated. In addition, the students were also informed that termination of the study was an available option at any time of the

questionnaire. The students were also explained that the instructions for each section are found on the top portion of the questionnaire (see appendix A-D). All students, both females and males were encouraged to participate, however, male responses and other non-Hispanic ethnicities were not considered for this study and will be considered for future research.

Instruments

The instrument will consist of a questionnaire composed of four sections. The *first* section of the questionnaire will consist of 5 items pertaining to demographical information regarding the participant's sex, ethnicity, age, religiosity, and their parental educational background (see appendix A).

The second section of the questionnaire consists of The *Father-Involvement Scale*, and assessed the extent to which young adults perceived their fathers to have been involved in different domains of the respondent's lives during childhood and adolescence (Finley & Schwartz, 2004). The questionnaire included two subscales, one measured perceived father-involvement (see appendix B) and the other measured desired father-involvement (see appendix C). Both scales share the same 20 items, or domains. These domains represent the aspects of a person's life in which a father may be involved. For each domain in the perceived father involvement scale, the participants will be asked to indicate how they perceive their father involvement on a scale from (1) never involved to (5) always involved (see appendix B). For each domain in the preferred/desired father involvement, the participants will be asked to indicate their preferred/desired levels of father involvement on a scale from (1) much less involved to (5) always involved (see appendix C). Possible scores range from 20-100 on each of the subscales. For this specific study the perceived father-involvement scale yielded a

Cronbach's alpha of .981 ($M=63.8$, $SD=25.6$), and the desired father-involvement scale yielded a Cronbach's alpha of .971 ($M=67.9$, $SD=16.9$).

The third section will include a scale designed to measure openness in communication within the daughter-mother relationship. Openness from daughters-mothers will be measured using an adaption of the original Barnes and Olson's (1983) *Parent-Adolescent Communication Scale*. This scale is a highly utilized scale in the family communication literature. The original 20 item was first adapted to a 10-item scale focusing only in the son/daughter behavior as opposed to the mother behavior, and openness in family communication (Dailey, 2006). The original scale has been modified in previous research from the original nominal scale (yes) vs. (no) to a 7- point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree) (Dailey, 2006). The Cronbach's alpha reliability for Dailey's adapted scale is .85.

In addition to Dailey's adaptations to the original scale, for this particular study the scale will require additional modification by omitting the word "father" in each item; therefore, the study will measure openness towards the mothers only and from a 7-point Likert-type scale to a 5 point Likert-type ranging from (1) strongly disagree to (5) strongly agree, and it has been reduced to a 16 item scale (see appendix D). In addition to these modifications, items that have a negative relation towards openness such as "I don't think I can tell my mother how I really feel about *pregnancy*," need to be reverse coded, these items include 2, 3, 6, 8, 9, 10, 11, 14 and 15. For the purpose of obtaining a more detailed response from the participants, specificity was created by including topics on 10 of the 16 items. The topics (sex, pregnancy, contraception, and drugs) were derived from a women's focus group conducted by the researcher prior to the design of the instrument. The focus group was designed to produce topics which the participants considered to be difficult to discuss with their mothers. As opposed to the original item "I don't

think I can tell my mother how I really feel about some things”, item 2 now states; “I don’t think I can tell my mother how I really feel about *pregnancy*” (see appendix D). The current study yielded a Cronbach’s alpha of .907 ($M=56.18$, $SD=13.74$).

The fourth section of the questionnaire included a *Risk Behavior Scale*. Participants’ at risk behavior was measured by using an adapted scale of the original 1988 Youth Risk Behavior Survey (YRBS). The original 75-item multiple choice questionnaire consists of six at risk categories: unintentional and intentional injuries, tobacco use, alcohol and other drug use, sexual behaviors that contribute to pregnancy and sexually transmitted diseases, dietary behaviors, and physical inactivity. Only four of the six at risk categories were used on this scale, and they were chosen in regards to the four avoidant topics (sex, pregnancy, contraception, and drugs) that derived from the prior focus group regarding daughter-mother communication. The multiple choice questions were changed to fit a lykert type scale. Each of the 11 items of the scale asks the participant if they have practice a specific at risk behavior in their lifetime. The respondents answers are provided in a 5-point lykert type scale which ranges from a (1) never to (5) Very often (see appendix E). The current study yielded a Cronbach’s alpha of .867 ($M=23.7$, $SD=9.31$).

Data Analysis

In order to test all hypotheses, bivariate correlations analysis and t-tests were computed. For further analysis, a *total change score mean* was integrated to the analysis to calculate an excess or deficit score for father-involvement. The (father-involvement) *total change score mean* was first calculated by the subtraction of the perceived father-involvement minus the desired father-involvement for each of the 20 domains, this total score was then divided by the 20 domains. Any change score that resulted $>$ than 1.0 were considered a positive change score, or

an excess father-involvement score. Any change score that resulted $< .99$ was considered a negative change score, or a deficit father-involvement score. Throughout this study an excess change score is used to identify undesirable father-involvement surplus, and a deficit change score is used to identify undesirable father-involvement insufficiency. A t-test was then computed to compare the groups of positive/excess and negative/deficit father-involvement change scores to risky behavior and daughter-mother openness averages. An alpha level of .05 was set as the criterion for all test of statistical significance. Daughter-mother openness, perceived father-involvement, desired father-involvement, and at risk behavior were identified as independent variables.

CHAPTER IV

RESULTS

H1: Predicted that there would be an inverse correlation between perceived father-involvement and daughter-mother openness. The hypothesis was not supported ($r=.134, p=.151$). Correlations between the variables appear in Table 1.

Table 1

Correlations between variables

		Daughter-Mother Openness	Perceived Father-Involvement Average	Mean
Daughter-Mother Openness	Pearson Correlation	1	.134	3.5114
	Sig. (2-tailed)		.151	
	N	126	116	
Perceived Father-Involvement Average	Pearson Correlation	.134	1	3.1900
	Sig. (2-tailed)	.151		
	N	116	120	

H2: Predicted that there would be an inverse correlation among perceived and desired father-involvement and risky behavior. The hypothesis was partially supported. There was a significant negative relationship between perceived father-involvement and risky behavior ($r=-.322, p<.01$) (Table 2); however desired father-involvement was not correlated significantly with risky behavior ($r=.167, p=.068$) (Table 3). Correlations between the variables appear in Table 2 and Table 3.

Table 2

Correlations between variables

		Risk Behavior Average	Perceived Father-Involvement Average	Mean
Risk Behavior Average	Pearson Correlation	1	-.322**	2.1598
	Sig. (2-tailed)		.000	
	N	132	119	
Perceived Father-Involvement Average	Pearson Correlation	-.322**	1	3.1900
	Sig. (2-tailed)	.000		
	N	119	120	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3

Correlations between variables

		Risk Behavior Average	Desired Father-Involvement Average	Mean
Risk Behavior Average	Pearson Correlation	1	.167	2.1598
	Sig. (2-tailed)		.068	
	N	132	121	
Desired Father - Involvement Average	Pearson Correlation	.167	1	3.3992
	Sig. (2-tailed)	.068		
	N	121	123	

H3: Predicted that there would be an inverse correlation between the father-involvement total change score and daughter-mother openness. The hypothesis was not supported. Significant results indicated an unexpected positive relationship between the variables. Correlations between the variables appear in Table 4.

Table 4

Correlations between variables

		Father- Involvement Total Change Score	Daughter- Mother Openness	Mean
Father- Involvement Total Change Score	Pearson Correlation	1	.200*	-.2614
	Sig. (2-tailed)		.035	
	N	114	111	
Daughter- Mother Openness	Pearson Correlation	.200*	1	3.5114
	Sig. (2-tailed)	.035		
	N	111	126	

*. Correlation is significant at the 0.05 level (2-tailed).

For further analysis of the positive relationship between total change score (father-involvement) and daughter-mother openness an independent sample t-test. This t-test was computed to determine if there was a significant difference between daughters who report excess ($M=3.68$, $SD=.885$) father-involvement and daughters who report deficit ($M=3.40$, $SD=.849$) father-involvement with the daughter-mother openness variable. The test yielded an insignificant $t(54) = .530$, $p=.101$. Comparison of variables appears on Table 5.

Table 5

Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Std. Error Difference	Father Involvement Total Change Score	Mean	Std. Deviation
Daughter-Mother Openness	Equal variances assumed	2.749	.101	.530	84	.597	.19780	Excess Score	3.6820	.88540
	Equal variances not assumed			.501	44.192	.619	.20953	Deficit Score	3.4058	.84983

H4: Predicted that there would be an inverse correlation between daughter- mother openness and risky behavior. The hypothesis was supported ($r=-.217, p < .05$). Correlations appear in Table 5.

Table 6

Correlations between variables

		Daughter- Mother Openness	Risky Behavior	Mean
Daughter- Mother Openness	Pearson Correlation Sig. (2-tailed) N	1 126	-.217* .016 124	3.5114
Risky Behavior	Pearson Correlation Sig. (2-tailed) N	-.217* .016 124	1 132	2.1598

*. Correlation is significant at the 0.05 level (2-tailed).

H5: Predicted that there would be an inverse correlation between father-involvement total change score and risky behavior. The hypothesis was supported. Correlations appear in Table 7.

Table 7

Correlations between variable

		Risky Behavior Average	Father-Involvement TotalChange	Mean
Risky Behavior Average	Pearson Correlation Sig. (2-tailed) N	1 132	-.339** 113	2.1598
Father-Involvement Total Change Score	Pearson Correlation Sig. (2-tailed) N	-.339** 113	1 114	-.2614

** . Correlation is significant at the 0.01 level (2-tailed).

For further analysis of the negative relationship between total change score (father-involvement) and risky behavior an independent sample t-test. This t-test was computed to determine if there was a significant difference between daughters who report excess ($M=1.78$, $SD=.836$) father-involvement and daughters who report deficit ($M=2.28$, $SD=.838$) father-involvement with the risky behavior variable. The test yielded a significant $t(111) = 2.995$, $p=.004$. Risky behavior accounted for 7% of the variance in father-involvement. Comparison between variables appears on Table 8.

Table 8

Independent Sample T-Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means					Mean	Std. Deviation
	F	Sig.	t	Df	Sig. (2-tailed)	Std. Error Difference			
Risky Behavior Average	.964	.328	-2.955	111	.004	.17049	Excess/Positive	1.7818	.83675
			-2.957	65.661	.004	.17035	Deficit/Negative	2.2855	.83855

CHAPTER V

SUMMARY AND CONCLUSION

As predicted, there were a couple of significant findings that support the hypothesized association between daughter-mother openness and risky behaviors as a function of father-involvement.

Although predicted, perceived father-involvement alone did not show a significant relationship with daughter-mother openness, this contradicts previously mentioned literature that father-involvement has an association with daughter mother-openness. It has been suggested that when one parent leaves the family system (disclosure risks are decreased), the other parent may expect a child to fulfill an emotional role of confidant or task role of household helper, and based on reciprocity, disclosure would then be leading to more open communication (Galvin, Bylund, & Brommel, 2008, p. 167; Beebe, S. A., Beebe S. J. & Ivy, 2007). Previous research has indicated that this hypothesized inverse relationship between perceived father-involvement and daughter-mother openness does exist, “Daughters whose mothers were divorced from their biological fathers disclosed in greater depth about sexual behavior to their mothers than daughters whose parents were still married” (Raley, 2007, p.11), however this results do not support such findings.

Father-involvement total change score revealed that a positive relationship between father-involvement and daughter-mother openness existed. The father-involvement total change score is a combination of both the excess (more than desired) and the deficit (less than desired) father-involvement scores. Therefore, this study can only suggest that a relationship may exist between father-involvement and daughter-mother openness when there is existence of undesirable excess (more than wanted) or an undesirable deficit (less than wanted) father-involvement. A further analysis of the total change score was then considered necessary to separate the positive scores (excess) and negative scores (deficit) in two group sets to determine a relationship with regards to daughter-mother openness. However, when the excess scores and deficit father-involvement scores were compared to daughter-mother openness, non significant t-value was found. The degree of ambiguity in the results of the two groups of excess and deficit of father-involvement scores in regards to daughter- mother openness, does not allow for a prediction or explanation to be provided.

Results suggested that an inverse relationship exists between daughter-mother openness and risky behaviors. As the openness in daughter-mother communication increases, the daughter is less likely to engage in risky behavior. Therefore, their chances for receiving improper misleading information from other sources that may possibly induce them to risky behavior are diminish. Other non-parental sources such as peers and schools have been suggested through research to play an important role in adolescent sexual risk (Harper, Gannon, Watson, Catania, & Dolcini, 2004; Kirby, 2007; Kirby Larris, & Rolleri, 2007).

The sample for this study should be taken into consideration. Hispanics socialization practices are influenced by *familismo*, and emphasis on the family as the primary source of social support and identity, and *respeto*, the need to maintain respectful hierarchical relationships

(Marin, 1988, 1989; Taylor, 1996). The Communication Privacy Management theory addresses this negotiation of such type (*respeto* and *familismo*) of boundaries that need to be negotiated when disclosing information. As a result these boundaries or restrictions that have been attributed to this culture could be contributing to the high risk statistics among the Hispanic community (CDC, 1991). The lack of boundary negotiation then places them at risk as they begin their search for non-parental sources to provide them with sexual behavior information.

Although no relationship was found between desired father-involvement and risky behavior, results suggested that a negative relationship does exist between perceived father-involvement and risky behavior. As perceived father-involvement increases, the possibility of engaging in risky behavior decreases. As perceived father-involvement decreases, the possibility of engaging in risky behavior increases. The need to compensate for what one is not acquiring (father-involvement) is then opened to other possibilities (risky behavior). An increase of nontraditional family forms in the United States has become an important issue because of large literature showing that children face an increased risk of academic and behavioral deficits when raised in a nontraditional family (Gibson-Davis, 2008). An assumption can be suggested that these young adolescents could be using risky behavior as a technique to call for attention for father-involvement. Perceived poor parental communication is strongly associated with adolescent self-harm (Tulloch, Blizzard, & Pinkus, 1997).

Also, as predicted, risky behavior and father-involvement change total (combination of excess and deficit) showed a negative relationship. Additional probing of the data (see t-test on Table 8) explained the nature of the relationship between the excess and deficit father-involvement scores and risky behavior. This analysis revealed that deficit score increase the probability of engaging in risky behavior, and an excess father-involvement score decrease the

probability of engaging in risky behavior. A possible explanation for this is non-father involvement, or poor father-involvement can be characterized as divorce which is known to create a loss, change, and complexity (Carter & McGoldrick, 2005), therefore, the need may exist to fulfill or to compensate that loss with risky behavior. Risky behavior accounted for 7% of the variance in father-involvement.

Additional descriptive statistics revealed that father-involvement instrumental functions or domains were perceived higher than expressive roles. As previously mentioned, instrumental functions include providing income (M=3.6) and providing discipline (M= 3.5). Expressive functions include perceived companionship and perceived Leisure, Fun, Play which both had a mean score of 3.0. The participants, all Hispanics are part of a culture that has been described to be highly influenced on historical family codes meaning they restrict themselves to new or modern ideas or change. Such cultural beliefs are relevant to the socialization of daughters in particular pertaining to the importance of virginity until marriage, also influenced by other historical religion beliefs and honour family codes (Raffaelli & Ontai, 2001). Finley and Schwartz, 2004 argue that fathers can do all functions after the 1960's and 1970's social and sexual revolution. However, the mean scores on the instrumental functions indicated that this particular group of Hispanics chose to accommodate their functions according to what they perceived. This results support Parson & Bales, 1955 work, or last century ideas which restricts the instrumental functions to fathers and expressive functions to mothers.

The significant findings of this study suggest that one, the association of the three variables; father-involvement, daughter-mother openness, and risky behavior should be further examined. Two, more programs should be designed and implemented at a local, state, and

national level to promote healthy daughter-mother openness and father—involvement in an effort to reduce the high statistics of risky behavior among the Hispanic community.

Limitations

The sample use for this study derived from only two institutions therefore this creates difficulty when generalizing the results. The two institutions used do not have a large diversity population. Therefore, time restraints limited the study to a Hispanic population; African American ethnicity is also shown to be at high risk and therefore should be examined. Also, time restraints did not permit the anticipated process of acquiring permission to use the desired sample of underage participants to fit the 15-24 age range which is ranked among the highest for sexually transmitted diseases (CDC, 2008). Although, all Hispanic-female data was used for this study, the data could have been limited to 18-24, closest to the desired age range. Although it was not directly investigated in this study, an excess (more than desired) father-involvement may be perceived by the participant as negative (smothering) rather than positive, contributing to risky behavior. The instrument utilized for this study did not include a scale to measure the participant's attitude towards a deficit or an excess of father-involvement.

Future Research

This study focused in using Hispanic-female participants only, further research should not be limited but also include male participants and other ethnicities. A larger sample should be considered for this study from different universities across the nation. Future research should incorporate a method to allow the examination of the participant's attitude towards an excess or deficit of father- involvement, to be then compared to risky behavior and daughter-mother openness. This research limited the study to only three of the six risky behaviors (sexual behavior, pregnancy, and drugs) affecting the country, but all risky behaviors should be

considered for future research especially when incorporating other ethnicities. The demographic section has room for expansion additional questions can include; fathers relation to respondent (biological father/step father), family form (parental/respondents marital status), number of siblings, sexual preference, respondents educational level. These factors should also be investigated for possible association with daughter-mother communication. In addition to religion, other demographical topics which have been highly attributed to the Hispanic culture should be considered; language, tradition, and rules regarding virginity. Farther research should seek to identify consistency in the way Hispanic prioritize the different aspects of father-involvement to be then compared to other ethnicities.

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APPENDIX A

APPENDIX A

DEMOGRAPHIC DATA

Please check the item that best represents you.

1. Female Hispanic Female Non-Hispanic Male Hispanic Male Non-Hispanic

2. I consider myself a religious person.
 Strongly Disagree Disagree Neutral Agree Strongly Agree

3. My mother's educational background is best represented by;
 Unknown First-Twelfth Grade Some College Bachelors Degree Masters or Professional

4. My father's educational background is best represented by;
 Unknown First-Twelfth Grade Some College Bachelors Degree Masters or Professional

Please fill in the blank.

5. My Age _____ .

PLEASE TURN TO NEXT PAGE.

APPENDIX B

APPENDIX B

PERCEIVED FATHER INVOLVEMENT SCALE

Directions: These items represent your **PERCEIVED FATHER'S INVOLVEMENT** in the following aspects of your life and development, please circle one number for each item. Number 1 indicates **Never Involved**, number 2 indicates **Rarely Involved**, number 3 indicates **Sometimes Involved**, number 4 indicates **Often Involved** and number 5 indicates **Always Involved**.

	1 Never Involved	2 Rarely Involved	3 Sometimes Involved	4 Often Involved	5 Always Involved
1. How involved has your father been in the aspect of your <i>intellectual development</i>	1	2	3	4	5
2. How involved has your father been in the aspect of your <i>emotional development</i>	1	2	3	4	5
3. How involved has your father been in the aspect of your <i>social development</i>	1	2	3	4	5
4. How involved has your father been in the aspect of your <i>ethical/ moral development</i>	1	2	3	4	5
5. How involved has your father been in the aspect of your <i>spiritual development</i>	1	2	3	4	5
6. How involved has your father been in the aspect of your <i>physical development</i>	1	2	3	4	5
7. How involved has your father been in the aspect of your <i>career development</i>	1	2	3	4	5
8. How involved has your father been in the aspect of your <i>responsibility development</i>	1	2	3	4	5
9. How involved has your father been in the aspect of your <i>independence development</i>	1	2	3	4	5
10. How involved has your father been in the aspect of your <i>competence development</i>	1	2	3	4	5
11. How involved has your father been in the aspect of your <i>leisure, fun, play</i>	1	2	3	4	5
12. How involved has your father been in the aspect of <i>providing you with income</i>	1	2	3	4	5
13. How involved has your father been in the aspect of <i>sharing activities/ interests</i>	1	2	3	4	5
14. How involved has your father been in the aspect of your <i>mentoring/ teaching</i>	1	2	3	4	5
15. How involved has your father been in the aspect of your <i>caregiving</i>	1	2	3	4	5
16. How involved has your father been in the aspect of <i>being protective</i>	1	2	3	4	5
17. How involved has your father been in the aspect of <i>advising you</i>	1	2	3	4	5
18. How involved has your father been in the aspect of your <i>discipline</i>	1	2	3	4	5
19. How involved has your father been in the aspect of your <i>school/ homework</i>	1	2	3	4	5
20. How involved has your father been in the aspect of your <i>companionship</i>	1	2	3	4	5

APPENDIX C

APPENDIX C

DESIRED FATHER INVOLVEMENT SCALE

Directions: These items represent your **PREFERRED/DESIRED FATHER'S INVOLVEMENT** in the following aspects of your life and development, please circle one number for each item. Number 1 indicates **Never Involved**, number 2 indicates **Rarely Involved**, number 3 indicates **Sometimes Involved**, number 4 indicates **Often Involved** and number 5 indicates **Always Involved**.

	1 Much Less Involved	2 A Little Less Involved	3 It was Just Right	4 A Little More Involved	5 Much More Involved
1. In my <i>intellectual development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
2. In my <i>emotional development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
3. In my <i>social development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
4. In my <i>ethical/ moral development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
5. In my <i>spiritual development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
6. In my <i>physical development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
7. In my <i>career development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
8. In my <i>responsibility development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
9. In my <i>independence development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
10. In my <i>competence development</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
11. In my <i>leisure, fun, play</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
12. In the <i>providing income</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
13. In the <i>sharing activities/ interest</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
14. In the <i>mentoring/ teaching</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
15. In the <i>caregiving</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
16. In the <i>being protective</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
17. In the <i>advising</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
18. In the <i>discipline</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
19. In the <i>school/ homework</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5
20. In the <i>companionship</i> aspect I preferred/ desired that my father's involvement be	1	2	3	4	5

PLEASE TURN TO NEXT PAGE.

APPENDIX D

APPENDIX D

DAUGHTER-MOTHER COMMUNICATION SCALE

Directions: These items represent **YOUR COMMUNICATION WITH YOUR MOTHER**, please circle one number for each item. Number 1 indicates **Strongly Disagree**, number 2 indicates **Disagree**, number 3 indicates **Neutral**, number 4 indicates **Agree** and number 5 indicates **Strongly Agree**

		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1.	I find it easy to discuss about <i>illegal drugs</i> with my mother.	1	2	3	4	5
2.	I don't think I can tell my mother how I really feel about <i>pregnancy</i> .	1	2	3	4	5
3.	I am sometimes afraid to ask my mother for what I want.	1	2	3	4	5
4.	I can discuss my beliefs about <i>pregnancy</i> with my mother without feeling restrained or embarrassed.	1	2	3	4	5
5.	If I were in trouble, I could tell my mother.	1	2	3	4	5
6.	There are topics such as <i>pregnancy</i> I avoid discussing with my mother.	1	2	3	4	5
7.	I can discuss my beliefs about <i>sex</i> with my mother without feeling restrained or embarrassed.	1	2	3	4	5
8.	I am careful about what I say to my mother about my romantic relationships.	1	2	3	4	5
9.	I don't think I can tell my mother how I really feel about <i>contraception</i> .	1	2	3	4	5
10.	There are topics such as <i>sex</i> I avoid discussing with my mother.	1	2	3	4	5
11.	When we are having a problem, I often give my mother the silent treatment.	1	2	3	4	5
12.	I can discuss my beliefs about <i>contraception</i> with my mother without feeling restrained or embarrassed.	1	2	3	4	5
13.	It is very easy for me to express all my true feelings to my mother.	1	2	3	4	5
14.	There are topics such as <i>contraception</i> I avoid discussing with my mother.	1	2	3	4	5
15.	I don't think I can tell my mother how I really feel about <i>sex</i> .	1	2	3	4	5
16.	I openly show affection to my mother.	1	2	3	4	5

APPENDIX E

APPENDIX E

RISKY BEHAVIOR SCALE

Directions: These items represent **BEHAVIORS**, please circle one number for each item. Number 1 indicates **Never**, number 2 indicates **Rarely**, number 3 indicates **Occasionally**, number 4 indicates **Fairly Often**, and number 5 indicates **Very Often**.

	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever done underage smoking (cigarettes)?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever done underage drinking (alcohol)?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever used cocaine?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever used marijuana?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever used crack/freebase?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever used illegal drugs?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever had sexual intercourse?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever had sexual intercourse before the age of 18?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever had sexual intercourse without a condom?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever tried a method of contraception?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5
Have you ever used alcohol or drugs before engaging in sexual intercourse?	Never 1	Rarely 2	Occasionally 3	Fairly Often 4	Very Often 5

APPENDIX F

APPENDIX F
PARTICIPANT RECRUITMENT LETTER

Hello Professor,

My name is Cynthia A. Chavez and I am a graduate student of the Communication Department. In partial fulfillment of the Master of Arts-Communication requirements, I am currently working on a thesis pertaining to Family Communication. I have been granted IRB approval, and I would like to ask for your permission to enter one or more of your classrooms to conduct a 25-30 minute survey during the month of March. Student participation is not a requirement and they have the option to terminate their survey at anytime without completion. I understand that my request may be a little time consuming, but your help would be greatly appreciated. If possible, I would like to schedule a meeting with you to address any additional questions or concerns and to set dates for data collection.

Thank you and hope to hear from you soon,

Cynthia A. Chavez

BIOGRAPHICAL SKETCH

Growing up in a single-parent household encouraged Cynthia A. Chavez's passion for the field of research, particularly on family communication. Such passion for this phenomena, is revealed by the topic of this thesis. Cynthia obtained her Associates of Arts in Teaching EC-4 Generalist, South Texas College, Weslaco, Texas in 2007. In 2009, she obtained her Bachelor of Arts in Communication-Journalism with an emphasis in Public Relations & Advertising at The University of Texas-Pan American. Cynthia A. Chavez is a May 2011, candidate for the Master of Arts in Communication at The University of Texas-Pan American in Edinburg, Texas. Her work experience includes a Graduate Teaching Assistant position in the Communication Department of the same university, during her first two semesters of graduate school. Her short-term goal includes pursuing higher education by attending a PhD program where she can continue studying the area of Family Communication. Cynthia hopes to one day become a professor where she may teach and share her knowledge on the area. Cynthia A. Chavez can be contacted by mail at 2701 Mi Cielo Drive Weslaco, Texas 78596.