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Signature Alma Ruffel Rayer
Date August 5, 1970

FATHERLESS HOMES:
IMPLICATIONS FOR THE CHILDREN

by

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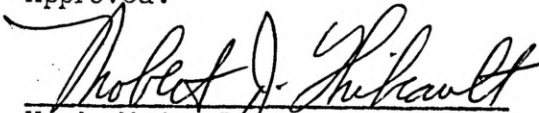
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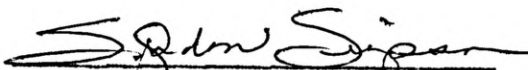
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ABSTRACT

A review of literature was undertaken to determine characteristic traits of children, especially boys, from the fatherless home. Current literature was investigated for the examination of traits and (or) characteristics of children from the fatherless home.

Much of the literature on fatherless, one-parent and broken homes was found to deal only with a narrow aspect of that home and the children involved. The studies reviewed covered a variety of traits and (or) characteristics assigned to these children. The lack of studies on similar traits made it difficult to arrive at significant conclusions. Limitations in the studies also restricted the conclusions.

General agreement in the studies was in the need for father role models for the children of fatherless homes. Disagreements were in the aggressiveness of the children and the development of social adjustment.

CHAPTER I

INTRODUCTION

In a society that places importance upon the intact family, it is understandable that many sociologists, psychologists and students of family life are showing increasing interest in aspects of the broken home and its effect upon the family members. That ten percent of all children in the United States are living with one parent would testify to this concern. The relationship of marital and parental togetherness is not found in some other societies. In our society with its emphasis on the two parents, a family of incomplete structure is in a sense isolated. The family has much greater difficulty filling its social and emotional needs. That this incomplete family structure usually manifests problems because of its disruptive pattern is of much interest to those concerned with family life.

The economic history of our industrial civilization has supplanted the more primitive family cooperative economy still found in a few societies. This type of economic cooperation where the family as a unit worked together was prevalent in early American history. Here, father-son and mother-daughter cooperative working was necessary for the family's economic survival. (16:266)

With the industrialization of our economy, the father became the sole support of the family, thereby delegating the place of child-rearing to the wife. This absence of the father from the home a great

deal of the day has resulted in "mother-centered" child care. In the opinion of most psychologists the identification of the child with the parents is of importance in development of sex-role and psychosexual development. In terms of learning theory, warm, affectionate relationships and prolonged association with the sex-same parent are probably the more vital requirements to successful identification. From the positive aspect, most families accomplish the task of child-rearing and "eight-to-five" absence of the father with no ill effects on the child.

Of special concern are the six million children growing up in homes where the father is either permanently or temporarily absent. (11:177) These are designated as fatherless homes. The concern evidenced by some in the "matri-centered" home is even more applicable to the homes where the father is never present. A number of authors have mentioned anxiety and emotional disturbances as characteristic of father-deprived children and particularly of father-deprived boys. It is still a matter of conjecture whether delinquency and maladjustment are associated with lack of paternal relationship. The preoccupation with the mother-child relationship in child rearing has resulted in a lack of information on the father-child relationship. The father-son combination of reciprocal relationships has received too small a consideration in our society according to Nash. (16:267-270)

It is the writer's intent to examine the pertinent literature about fatherless homes. By examining the paternal role in child

development, some compensation or substitution of this role will be suggested for the mother's rearing her children, especially sons, in a fatherless home.

Statement of the Problem

The purpose of this study was to determine the characteristics present in the paternal role, to relate these characteristics to the fatherless home, and to suggest ways the fatherless family might compensate for the paternal absence. Although the deprivation of the father acknowledgedly affects the entire family, the emphasis of this study was centered on the father-son relationship and the possible effect of the fatherless home on the social and emotional development of the son(s) in the father-deprived home.

Procedures

The procedure of this study was to review the literature relating to fatherless homes, the father-son relationship, and the characteristics of sons attributed to paternal deprivation. With literature reviewed, the next step was to suggest ways the fatherless home might compensate for the deprivation of the father-figure.

Limitations

Acknowledgedly the absence of the father in the home affects the family structure and all members of the family. In this study concentration was on the father absence and its effect on the son(s). The

mother-child relationship was given considerably more emphasis in the literature than the father-child relationship. This neglect and its possible effect on the theories of child rearing were the considerations in limiting the study to the father-son relationship and its consequence on the development of the son(s) in the fatherless home.

Definitions

In this paper the following definitions were used:

A broken home was a family of incomplete structure due to the absence of one of the parental members of the family.

The fatherless home and the father-deprived home referred to those homes of incomplete structure due to the absence of the father, whether that absence was due to death, divorce, desertion, or separation. This absence was not always permanent. The father could be permanently absent, absent most of the time, or absent to the extent that the mother was assigned the role of both parents.

CHAPTER II

REVIEW OF RELATED LITERATURE

Farber (8:14) described the contemporary American family as monogamous, bilateral and neolocal; a basic family unit of husband and wife plus unmarried children. Although this may be the ideal family structure, many statistics attest to family structures not consistent with the ideal. About ten percent of children in the United States are living with one parent. (10:654) In 1960 the lives of 460,000 children were affected by the disruption of the family through divorce alone. (4:722) The statistics on desertion and separation are no less relevant but more difficult to determine. The separation of parents need not be a matter of public record unless it is a legalized separation. Neither does the family desertion by a parent need to be a matter of public record, unless the remaining parent and family are on public assistance. The percentage of children living with one parent would also include those who have lost a parent through death.

Rosenberg stated that

"Among the important problems besetting modern society is that of the high frequency of marital rupture, whether expressed in divorce, separation, or separation by death. Family breakup may result from problems of the parents, but it generates problems in the child." (20:517)

Rosenberg's study examined the self-esteem of the adolescent from the broken home. (20:531) He found that a somewhat larger proportion of children of divorced or separated parents had low self-esteem as compared to children of intact families. Children whose families were broken by death did not differ much in self-esteem from those of intact families. If the child was young at the time of the family breakup, then he tended to have low self-esteem whether or not his mother remarried. On the other hand, if the child was older at the time of the family breakup, then his self-esteem was normal if his mother did not remarry but below normal if she did remarry. It was suggested that the self-esteem with the older child might be attributed to stronger family ties and a deeper parental relationship with the older child at the time of dissolution. No comparison was made on the basis of sex of child with self-esteem; therefore, there was some limit to this study.

A study by Nye (17:434-440) compared the adjustment of high school youth in broken homes to those in unhappy unbroken homes. Of interest in this study was that persons from broken but happy homes were adjusting far better than individuals from unhappy unbroken homes. He found that as a group adolescents in broken homes showed fewer psychosomatic illnesses, less delinquent behavior, and better adjustment to parents than did the children in unhappy unbroken homes. They did not differ significantly with respect to adjustment in school, church,

or delinquent companions. He suggested some rethinking by sociologists and psychologists who sometimes viewed the broken home and the unhappy unbroken home with little difference.

Glasser and Navaree examined the structural problems of the one-parent family. (10:654-666) Since the parent in the one-parent family is usually the female parent, a reversal of sex roles is necessitated. In most cases the female must assume the male role of breadwinner for the family. Glasser and Navaree state that

"The shifts that occur in communication, decision-making, and sources of affection all may have profound effects on the self-image, social skills, ability to achieve independence, and future heterosexual relationships of the children." (10:654)

The communication structure within the family was of concern here. Since social communication was limited to one parent, a child's social skills were not likely to be fully developed. Communication with the adult world through two parents was felt important for the child's fullest development, for his self-image, and for his image of the society as a whole.

The power structure of the one-parent family was seen as lacking in democratic decision-making. The child's tolerance of authority was in relationship to his exposure to family give and take.

The affectional structure of the one-parent family was quite likely to be inadequate. This was seen as one parent having less ability to give a tolerant atmosphere for the child to express negative feelings. Having only one source of love and security, both

physical and emotional, the child was more anxious about losing that source of love and security. This anxiety in turn would make the child's necessary withdrawal from the family with growing maturity more difficult for both the parent and child. The identification of the source of love with only one sex was also felt to be likely to cause difficult adjustment to adult life.

Feldman and Scherz (9:157-160) also examined the change in the family structure of the family broken by death, divorce, desertion or separation.

"...two consequences do obtain from the change in the family's structure. One, is that the tasks appropriate to the family life cycle's several stages may be altered or their achievement impaired or retarded. The other is that responsibility for major family functions, otherwise shared by the parents, now rests largely with the one parent who remains with the children." (9:157)

The majority of broken homes are homes with the mother left as the remaining parent in the home. Although much of the literature dealt with the broken home generally, there was more literature pertaining to the fatherless home than had been thought by the writer. A rather extensive review of literature of fatherless homes was undertaken by Herzog and Sudia. (11:177-182) Their review was based on tentative findings of almost 400 studies. They felt that many of the studies could not be taken seriously "because aspects investigated and conclusions reached were so varied and so fragmentary." (11:178) One criticism was that most studies of fatherless homes look at only one area or typically at only a few slivers of information within one area. They cited also

that some of the studies of fatherless homes were studies of temporary absence. Obviously these could not be compared or grouped with the studies done where the father was permanently absent. An interesting note was that when the father was temporarily absent, the chief problems were precipitated not by the father's absence but by his return to the home. In their study of correlation of juvenile delinquency and the broken home, there were also qualifications and reservations due to confounding factors.

"Some investigators who found delinquent behavior significantly correlated with fatherless homes distrusted their own findings because of accumulated evidence that apprehension and treatment of juveniles are influenced by the fact of a broken home; or that the proportion of broken homes is high among low-income Negroes, who are more likely than others to be apprehended and, once apprehended, are more likely to be institutionalized--an experience tending to promote recidivism." (11:178)

Also brought out in the review of literature was that some studies do not control for type of father absence thus distorting the picture. Studies that did control the father absence consistently reported differences between children whose fathers were dead and those parents who were divorced or separated. These differences were not always in the same direction, although on the whole the ascribed effects of the father's absence were more marked in the children whose parents were divorced or separated than in the children whose fathers were dead.

Comparison of studies was difficult because the definition of broken home was not always used in the same way. Some investigators included the "ever-broken" home in the broken home group while others

excluded the reconstituted home. Children with a stepparent were sometimes in the broken home and sometimes in the intact home. Very few of the studies compared the effects on children of tense and conflict-ridden two-parent homes with the effects of harmonious, well-organized one-parent homes. Few studies were concerned with how the image of the absent father was presented to his children. Almost no studies were found that attempted to relate the effect of father absence to availability and functioning of other relatives or the economic consequences of the father's absence. All of these factors made it difficult to draw conclusions of much significance.

Herzog and Sudia (11:179-180) found in the same review that much emphasis was placed on the lack of sex-role models in reference to the problem of the fatherless boy in developing adequate masculine identification. Of some criticism were the types of tests used, traits measured, and criteria for evaluating masculinity-femininity.

"If it is assumed that 'real' masculinity or femininity should be a criterion in judging well-being, then it must be recognized that there are several aspects the familiar tests do not claim to measure--for example, the child's conception of the way a man feels and behaves and the way a woman feels and behaves, or his picture of the interrelation between men and women. A more important consideration may be the child's conception of what it means to be a human being and what to expect from and offer to other human beings." (11:180)

There were three conclusions that Herzog and Sudia extended from their review of literature on fatherless homes: (11:181)

1. The existing data did not permit decisive answers about the effects on children of fatherless homes; the issue should remain open. The statistics would be less dramatic than generally assumed and might be negligible if all the factors could be controlled, such as socio-economic status, race, age of child and type of father absence.
2. For increased knowledge of effects of fatherless homes and children, a look at the family in a broader context was needed. Taken into account would have to be deeper knowledge of individual roles, interactions, and family processes; the strengths as well as the weaknesses of the fatherless family; the similarities and differences it might show with two-parent families; ways it copes with difficulties; and ways in which the community supports or undermines its coping capacity.
3. The wrong slant has been given by asking in what ways and to what degree children are harmed by growing up in a fatherless home. The focus seemed to shift from a single variable assumed to be the determining factor in results found to a cluster of interacting factors that moderated the effect of the variable and provided clues to help diminish adverse elements.

Father absence and male identification in sex-role development was used as a factor in numerous studies. In one study of sex role development in kindergarten-aged boys a comparison was made with father-absent and father-present students. In his study, Biller (3:539-546) found the father-present students much more masculine in projective sex-role orientation and slightly more masculine in game preference but not significantly different in terms of a rating-scale measure to overt masculinity. In the father-absent students he found the degree of maternal encouragement of masculine behavior related to masculinity of game preference and to the rating-scale measure of overt masculinity. The results of this study would seem rather insignificant in view of the sample of seventeen and difficulty of determining the amount and types of mother encouragement felt by the particular student.

Leichty (14:212-217) carried out a study on young adults to determine the effect of father-absence during early childhood and later maternal attachment. She found the father-absent group showed higher frequency of strong oedipal intensity and lower frequency of close identification with the father. There was expressed a need to control the environmental differences after the father's return. This seemed to reiterate Herzog and Sudia's findings that the problems of temporary father-absence were precipitated by the father's return rather than his absence. Of interest in Leichty's study would have been a measure to determine how the father's absence was presented to the children.

A study of some effects of father absence on male children was conducted by McCord, McCord and Thurber. (15:361-369) Their data were gathered from observation and analysis of the home life of fifty-five boys living with their natural mothers but with the fathers absent. The results found in this study indicated that the paternal absence related to trends toward feminine identification, aggressivity, anxiety related to sex, and oral tendencies. There was no significant relationship found between paternal absence and anxiety as reflected in general fearfulness or incidence of antisocial behavior. Nash (16:271-274) drew further inference from this study in declaring that "relationship between criminality and paternal absence is not due to father absence as such, but to 'general instability' of a broken home."

The social adjustment of boys from fatherless homes has been of concern to many investigators. Rea (19:3227-3228) conducted a study to examine the association between the loss of father prior to age sixteen and the adult social adjustment of males. Primary attention was given to social experiences following the paternal loss that might have modified the social adjustment outcome. Some of the conclusions from this study were:

1. Paternal loss during childhood was not positively associated with adult social maladjustment.
2. Paternal loss in early childhood was not more likely to be associated with adult social maladjustment when compared with paternal loss in later childhood.

3. The loss of father from divorce, separation, or desertion was not more likely to lead to social maladjustment than if the loss was through death.
4. The major changes in the family life style following the loss were not more likely to result in social maladjustment than in social adjustment.
5. Socially maladjusted adult males who had lost their fathers were just as likely to have been exposed to father-substitutes as socially adjusted males who had lost their fathers.
6. Socially maladjusted adult males were not more likely to have been socially isolated than socially adjusted adult males, both of whom had lost their fathers.

From the data in this study some suggestions were made for modifying the influence and lessening the risk of adult social maladjustment for males who lost their father during childhood. It was suggested that following the loss of the father the social experiences be initiated which might provide for peer-group interaction, masculine-assertive physical activities, and relationships with adult males not directly associated with the family. From the study conducted, these social experiences would appear beneficial.

Our emphasis on the culturally disadvantaged child in recent years has brought forth numerous studies. In one such study, Cortes and Fleming, (5:413-420) compared the effects of father absence on the

adjustment of culturally disadvantaged boys. The study was conducted with fourth-grade boys in five public schools in an economically-depressed metropolitan area. It was recognized that most children from a culturally deprived environment showed some adjustment difficulties in school. However, it was hypothesized that the boys without father influence would show more serious emotional disturbances. Results showed the father-absent students appeared more markedly depressed, insecure, unstable, irritable, impulsive, and immature and tended to underachieve in arithmetic.

"Father contact helps a boy to conform to the demands of reality, serves to broaden his interest, and stimulates the development of qualities of discipline, leadership, and self-direction necessary to the normal emancipation of the boy from home as he reaches adulthood." (5:413)

Some limit to this study was the sample involving only Negroes and only in an economically deprived area.

Cortes and Fleming (5:413-420) reviewed some studies on fatherlessness and personality development. They reported that Stalz in 1954 and Lynn and Sawry in 1959 found that children reared without fathers were more anxious, fearful, and tense and had adjustment problems with adults and peers. Bach in 1946 and Sears in 1951 reported that father-absent boys were less aggressive, more feminine, and more bound by idealistic and feminine fantasies of their fathers. Rouman in 1954 and Tiller in 1959 found fatherless boys to be more dependent, to lack adequate sense of personal worth, and to be unmotivated. Mischel in

1961 found the fatherless boys unable to postpone gratification. Munberg in 1955 found the child who fails to form an adequate father-figure may be resentful in later years.

Bell (2:30-35) compared fathers with other key figures who appeared to serve as role models to their sons in adolescence and young adulthood. He found that fathers serving as role models to their sons in adolescence influenced their sons' vocational adjustment in young adulthood and that the fathers serving as role models at both periods of life differentially affected their sons' functioning in young adulthood.

In a study to assess children's attitudes towards parent figures, Cox (6:821-830) found a significant relationship between attitude toward the same-sex parent and peer acceptance. The conclusion was that the development of positive social relationships is related to positive attitudes toward the same-sex parent.

Leiderman, according to Nash (16:288) in a study of nine-to ten-year old boys found that affectional relationships with the parents had important effects on the acceptance of the boy by his peers. Boys whose fathers were influential models were more secure in their relationships with their peers provided the fathers allowed the boys some freedom.

This affectional relationship is seen in terms of an interpersonal family relationship by Allen. (1:3-5) She sees the failure of parents to form a loving and lasting relationship as affecting the children just as disastrously as actual separation.

Shelton (21:2535-2536) presented a study on the educational achievement of students from one-parent and two-parent families. Of interest in this study was that the achievement of boys favored the boys from two-parent families while the achievement of girls did not differ significantly regardless of one-parent or two-parent family affiliation.

Another study by Crescimani (7:437-441) compared the academic achievement of students from broken versus intact homes. The results of this study showed that irrespective of the reason for the family disorganization, the achievement of students from broken homes was significantly lower than that in the united home.

Although most studies of the fatherless home do not examine the variable factor of the reason for the paternal loss, it is important in the eyes of the child. Kenkel (12:324) explained that it is difficult for adults to realize the fears of a child who perceives divorce as abandonment. The basic security of a child is threatened by divorce. The same thing is mentioned by Kirkpatrick (13:616-617) who saw divorce as a shock to the child's sense of security. Even a hated parent has a reference to the child; if one parent leaves, why not another? Plant (18:554) stated this even better. He compared the feelings in an example case of two children. Each had lost a father, one by death and the other by desertion. The child whose father deserted him was the

one that suffered the greatest loss. He would do almost anything to cover the fact from himself and others that perhaps his father did not love him. The child who did not feel loved for himself felt that love was earned or rejected.

CHAPTER III

DISCUSSION

Our society in the United States places great importance upon the intact family of mother, father, and children living together. This is an ideal situation rather than always realistic for ten percent of children are living in a family with one parent. In most cases, this parent is the mother, thus presenting a fatherless home to the children. Whether these children can cope with the problem precipitated by the absence of the father and develop into functioning adults still seems a matter of some conjecture. Much literature has dealt with aspects of the broken home and the effect upon the children involved. Juvenile delinquency has most often been equated with the broken home. There have been considerable generalizations of how much child and adult adjustment or maladjustment can be attributed to the broken home. Some generalizations seem to have been drawn without too much examination of the evidence.

The purpose of this study was to review the literature on the broken (fatherless) home and to draw some possible conclusions from the literature presented. A review of all the literature would be an exhausting task involving considerable time. It was decided to examine the more current literature, to see a cross section of study areas, and to concentrate on literature available on the fatherless home.

Since the broken home is in most cases a fatherless home, the characteristics attributed to either would be similar to a great extent.

Conspicuous in the literature reviewed were the limitations in the studies and the recognition of these limitations to the significance of the studies. Those limitations the writer felt important were:

1. limitations from not categorizing the broken, one-parent or fatherless homes. Many studies do not determine if the loss was by death, divorce, or separation. Plant (18) saw this as important in the way the child internalized the loss. It was difficult to compare studies where the broad terminology was used and where the loss might have been through divorce only. Some of the studies of broken homes also included the reconstituted home, thus tending to distort the study.
2. limitations from questionable methodology such as inadequate sampling or poor instruments of measure.
3. limitations of race, sex of child, socio-economic status of family, and age of the child when the father absence occurred. More studies could be involved for comparison of specifics rather than broader generalizations.
4. limitations of interacting factors not examined; e.g., how the father absence was felt by the mother and presented to the children; and relatives or other male figures present in the home or out that may have modified the father absence or substituted for the father figure.

5. limitations of too few studies examining the positive aspects of the one-parent homes that are apparently functioning well.
6. limitations of examining temporary father absence separately from permanent father absence.

It would seem that we need to take a much broader look at the family as functioning unit. Rather than make generalizations from a study or studies in one small area, we need to look at the interacting factors that may contribute to the well-functioning as well as the poorly-functioning fatherless home.

Many of the studies had some interesting correlations of one-parent homes and certain traits ranging from underachievement in arithmetic to oedipal attachment in adulthood. That many of the studies have significance is undoubtedly true. We cannot assume, however, that all studies are valid or significant enough to extend any sweeping generalizations. Unrelated factors, uncontrolled variables, poor sample size or methodology used tend to invalidate some of the results.

If all of the characteristic traits assigned to children from fatherless or broken homes were acceptable as valid, it would be difficult to imagine these individuals functioning adequately at all. It would make one suspect that the traits are not well identified, are not apparent in some segments of the population, or perhaps are attributed to children of intact and broken homes at particular times of development.

The traits found characteristic of broken, one-parent and fatherless homes in this study were numerous.. Rosenberg (20:531) found lower self-esteem; Glasser and Navaree (10:654) found fewer social skills, less tolerance for authority, and identification with one source of love equated to later adult adjustment; Biller (3:545) found less masculinity; Leichty (14:216) found stronger oedipal traits and lack of close identification with the father; McCord, McCord and Thurber (15:368) found trends toward feminine identification, aggressivity, anxiety related to sex, and oral tendencies; Rea (19:3227) found no significant relationship with father loss and later social adjustment; Cortes and Fleming (5:419) found more marked depression, insecurity, instability, irritability, impulsiveness, immaturity and underachievement in arithmetic; Bell (2:30-35) found a prediction for sons' vocational adjustment where the father served as the son's role model; Cox (6:829) found significance in children's attitude toward same-sex parent and peer acceptance; Leiderman (16:238) found correlation of boys' father models and peer acceptance; Shelton (21:2535-2536) found lower achievement with boys but not with girls; and Crescimani (7:440) found lower academic achievement. These characteristic traits did not include the review of studies related by Cortes and Fleming (5:413-313)

The review of literature by the writer has impressed upon her the need for a broader scope in looking at the fatherless home and the need for discretion when reading results of studies.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to review available literature on the fatherless home and to identify characteristic traits of children from homes where the father was absent. Although this was accomplished, it was difficult to draw many conclusions because of the limitations of the studies. Herzog and Sudia (11) in a comprehensive review of literature drew upon 400 studies over a twenty-year period but used only fifty-nine of these studies as their core group. This illustrates well the caution needed in examining studies and extending generalizations or conclusions. The following were some contradictions in studies: McCord, McCord and Thurber (15) found more aggressiveness while Cortes and Fleming (5) found less aggressiveness; Glasser and Navaree (10) found less social adjustment while Rea (19) found no significant relationship with social adjustment. Some of the studies did find significance in the same areas: Biller (3) and McCord, McCord and Thurber (15) found less masculinity; Cox (6) and Leiderman (16) found peer acceptance as related to father-role model as significant; Shelton (21) and Crescimani (7) found significantly lower academic achievement. In some cases the father-absent home was identified as a broken home; in others, as the one-parent and fatherless home.

It was felt that the review revealed similar characteristics in the children (boys in particular) from fatherless homes. Some studies examined only one trait in children while others examined numerous traits. A number of the same traits was found in several studies, although there seemed some lack of repeating the same traits with studies. Only a few of the studies suggested compensations or substitutions for the deficiencies found. Of these, Rea (19) suggested social experience following the loss of the father, peer-group interaction, masculine-assertive physical activities, and contact with adult males outside the family. Herzog and Sudia (11) suggested that many fatherless homes are not as lacking in male models as believed, especially low-income homes. The suggestions from this comprehensive study (11) were more in the area of what things should be of concern in future studies: a broader context of investigations, an examination of the positive aspects of the fatherless home, the coping ability of the mother in the fatherless home, and a look at how the male model fills the role for the fatherless boys.

Conclusions

In concluding this study, the writer reviewed current literature on the fatherless home. The literature covered a wide area of traits found in children from the father-absent home. Limitations did not permit a wide comparison of traits, since many studies did not include the same traits. Some of the limitations felt were:

1. limitations of not categorizing the fatherless home as to loss by death, separation or desertion.

2. limitations of questionable methodology as inadequate sampling or poor instruments of measure.
3. limitations of race, sex of child, socio-economic status of family and age of child when the father absence occurred.
4. limitations of interacting factors not examined that would make the results more or less significant.
5. limitations of too few studies examining the positive aspect of the fatherless home.
6. limitations of examining the temporary father absence separately from the permanent father absence.

The writer felt that studies on the fatherless home need to be done more carefully and conclusions drawn with caution. So many factors interact, that it seemed too conclusive to draw on specifics.

The one characteristic trait indicated by the most studies was the fatherless boys' need for adult men as substitutes for father models. This is understandable in view of the father loss and that the same-sex model is a missing factor that the mother cannot provide herself.

Recommendations

As a result of this study, the writer offers the following recommendations:

1. More studies should be done on the fatherless home in terms of the reason for the father's absence.

2. These studies should examine the fatherless home in terms of the home that is functioning well and the coping resources of the mother in that home.
3. Studies on the fatherless home should be repeated in similar areas for conclusions of more significance.
4. Studies on the fatherless home should examine the interacting factors of the home also, rather than just one specific area.
5. Present studies on the fatherless home should be viewed in the light of their limitations.
6. Studies on the fatherless home should include the area of community resources available to assist the home and its children with their problems..

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