

Experiences of young adult women with emotionally absent fathers

Emené Peyper

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13040839

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Supervisor: Dr W. de Klerk

Co-Supervisor: Mr R. Spies

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Summary

For many years the focus of research on child well-being and development has been primarily on the dynamics of the mother-child relationship. The mother was seen as the more influential parent as she spends more time with the children. The father's role in the development process was thus undermined. Fortunately research on the father's involvement in a child's life has improved over the past thirty years. Where previously fathers were mostly perceived as the breadwinners and providers they are now also considered as being caregivers who are more closely involved with their children and the accompanying responsibilities. Research indicates the importance of a father's role in child development and has found that the intellectual, emotional and social development of a child is influenced by the father.

The most beneficial circumstances for children to grow up in is where both of the biological parents are part of the household, satisfied with their marital relationship and loving towards their children. Unfortunately there is a significant increase in South African families where the father is absent and where the mother is burdened with additional responsibilities. However, a father can be emotionally absent despite physical proximity and emotionally absent fathers can be included when describing fatherlessness due to the destructive effect it has on children.

Some research indicates that a father is the most significant factor in his daughter's life and the quality of their relationship influences her personality and general well-being in life. Most literature focusing on the paternal parenting role is more focused on the father-son dyad, the least studied parent-adult child dyad is that of adult daughters and fathers. A great number of research studies on the subjects of divorce, single parents, physically absent fathers and the resulting effects on males are available. Much less literature, especially in the South African

context, can be found to focus on and explain the experiences of young adult women who grew up with an emotionally absent father.

The aim of the study was thus to explore the subjective experiences of young adult women who grew up with an emotionally absent father. A qualitative research method was used with a phenomenological approach as research design. Eleven voluntary, 20-31 year old adult women, participated in the study and were recruited by word of mouth. Data were collected through in-depth interviews that were audio taped and transcribed verbatim. Transcribed data were analysed by means of thematic analysis from which themes and sub-themes were derived.

Two main themes with sub-themes were identified. It was found that the participants experienced their fathers as emotionally absent because it was difficult to share their emotions with them, the participants' fathers did not show affection or express their love. They showed no interest, approval or acknowledgement and the participants found it difficult to trust their fathers. According to the participants their relationships with other men were influenced because of this. They further struggled with trusting other people and suffered from a low self-esteem. Due to repressed emotions they did not portray their true self and sought their fathers' approval by doing things he liked.

Keywords: Emotionally absent father, father-daughter relationship, subjective experience, family dynamics

Opsomming

Die fokus van navorsing met betrekking tot die kind se welsyn en ontwikkeling was vir baie jare toegespits op die dinamiek van die moeder-kind verhouding. Die moeder is as die meer invloedryke van die twee ouers beskou omdat sy meer tyd aan die kinders bestee. Die rol van die vader in die ontwikkelingsproses het dus nie die nodige aandag geniet nie. Gelukkig is daar gedurende die afgelope dertig jaar meer erkenning gegee aan die vader se betrokkenheid by die kind se lewe. Voorheen is die vader hoofsaaklik as die broodwinner en voorsiener beskou. Tans word daar ook aan hom 'n plek toegeken as medeversorger van die kind en mededraer van die gepaardgaande verantwoordelikhede. Navorsing dui die belangrike rol van die vader in die kind se ontwikkeling aan en het gevind dat die intellektuele, emosionele en sosiale ontwikkeling van die kind deur die vader beïnvloed word.

Die voordeligste omstandighede vir die grootmaak van kinders is waar albei die biologiese ouers deel van die huishouding uitmaak, tevrede is met hulle huweliksverhouding en liefde aan die kinders skenk. Ongelukkig is daar in die Suid-Afrikaanse konteks 'n beduidende toename in die aantal gesinne waar die vader afwesig is en die moeder met addisionele verantwoordelikhede belas word. Afgesien hiervan kan 'n vader ook emosioneel afwesig wees ten spyte van sy fisiese nabyheid en 'n emosioneel afwesige vader kan ingesluit word wanneer vaderloosheid ter sprake kom aangesien dit ewenwel 'n destruktiewe effek op die kinders uitoefen.

Sommige navorsing toon aan dat 'n vader die belangrikste faktor in sy dogter se lewe is en dat die kwaliteit van hulle verhouding sterk inwerk op haar persoonlikheid en algemene welsyn. In die meeste van die literatuur waarin aandag aan die vaderlike ouerrol gegee word, val die fokus op die tweeledige vader-seun verbintenis. Daar is egter in navorsing aangaande die

ouer-volwasse kind verhouding uiters min aandag gegee aan die tweeledige verbintenis tussen die volwasse dogter en haar vader. Baie van die beskikbare bronne vestig aandag op onderwerpe soos egskedding, enkel ouers, fisies afwesige vaders en die uitwerking van hierdie faktore op manlike kinders, ook as volwassenes. Veel minder bronne, veral in die Suid-Afrikaanse konteks, fokus op of verduidelik die ervarings van volwasse vrouens wat 'n emosioneel afwesige pa gehad het.

Die doel met hierdie studie was om die subjektiewe ervaring of belewenis van jong volwasse vroue wat met 'n emosioneel afwesige vader grootgeword het, te verken. 'n Kwalitatiewe navorsingsmetode is gebruik saam met 'n fenomenologiese benadering as navorsingsontwerp. Die navorsingsgroep het uit elf vrywillige vroulike deelnemers tussen die ouderdomme 20 – 31 jaar bestaan. Hulle is by wyse van hoorsê gewerf. Data is deur middel van in-diepte onderhoude versamel. Bandopnames is van die onderhoude gemaak en verbatim getranskribeer. Genoemde data is analiseer deur tematiese analise toe te pas en temas en subtemas uit die gegewens af te lei en te groepeer.

Dit was moontlik om twee hooftemas met subtemas te identifiseer. Daar is gevind dat die deelnemers hulle vaders as emosioneel afwesig ervaar het omdat hulle dit moeilik gevind het om hulle emosies met hulle te deel, veral aangesien die vader nie toegeneentheid gewys het of uitdrukking aan liefde gegee het nie. Die pa het geen belangstelling of goedkeuring of erkenning getoon nie en die deelnemers het dit moeilik gevind om hulle vertroue in hulle vader te stel. Volgens die deelnemers het hierdie toedrag van sake 'n invloed gehad op hulle verhoudings met ander mans. Verdere gevolge was dat hulle 'n stryd gevoer het om mense te vertrou, aan 'n swak selfbeeld gely het, huiwerig was om hulle ware self te wys as gevolg van onderdrukte emosies en

verskeie dinge gedoen het waarvan hulle vader gehou het in 'n poging om sy goedkeuring te wen.

Sleutelwoorde: emosioneel afwesige vader, vader-dogter verhouding, subjektiewe ervaring, gesinsdinamika

Preface

- This mini dissertation in article format as described in rules A 5.4.2.7 as prescribed by the North-West University.
- The article will be submitted for possible publication in the Journal of Psychology in Africa.
- The referencing and editorial style of this dissertation are in keeping with the guidelines as set out in the Publication Manual (6th edition) of the American Psychological Association (APA). The article will be compiled according to the guidelines of the journal in which the article will be submitted.
- In order to present the mini dissertation as a unit, the page numbering is consecutive, starting from introduction and proceedings to the references.
- Dr. W. de Klerk and Mr. R. Spies, co-authors of the article comprising this dissertation, have provided consent for the submission of this article for the examination purposes regarding a MA Clinical Psychology degree.
- The mini dissertation was send to Turn-it-in and the report was within the norms of acceptability.

Letter of Consent

Permission is hereby granted for the submission by the first author, E. Peyper, of the following article for examination purposes, towards the obtainment of a MA degree in Clinical Psychology:

Experiences of young adult women with emotionally absent fathers

The role of the co-authors was as follow: Dr W. de Klerk and Mr R. Spies acted as supervisor and co-supervisor respectively. Dr W. de Klerk assisted in the peer review, and analysis and interpretation of the data, whereas Mr R. Spies assisted in the peer review.

Dr W. de Klerk

Supervisor

Mr R. Spies

Co-supervisor

SECTION 1: INTRODUCTION

Introduction

Research on child development and well-being has for many years focused mainly on the dynamics of the mother-child relationship (Bowlby, 1982; Honig, 2008). The Father's role in the development process was undermined (Carlson, 2006) as the mother was seen as the parent who spends more time with their children, thus having more influence (Bögels & Phares, 2008). Fortunately research on the father's involvement and role in a child's life has been enhanced and expanded over the past thirty years (Coleman & Garfield, 2004; Lamb & Lewis, 2010). Fathers are no longer regarded as mainly the providers but are also considered as caregivers who share the responsibilities of caring for the children (Carlson, 2006; Coleman & Garfield, 2004; Lamb & Lewis, 2010).

According to Smith (2002) fathers play a significant role in child development which greatly influences the intellectual, emotional and social development of children. Fathers also engage in playful activities with their children (Bögels & Phares, 2008; Lamb & Lewis, 2010), set limits and provide discipline and guidance (Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000) as well as physical protection (Guma & Henda, 2004). A father contributes towards a child's skills, knowledge and character traits thus influencing achievement and cognitive development (Richter, 2006). Father-child attachment is another relevant area of involved fathering in infancy and childhood. Grossmann, Grossmann, Kindler and Zimmerman, (2008) found that adolescents, children, and infants form and develop attachments to fathers in ways that are distinctive from and complimentary to maternal attachment.

Fathers further fulfil an indirect role in the development of their children through their marital relationship with the mother (Bögels & Phares, 2008; Lamb & Lewis, 2010; Thomas,

Krampe, & Newton, 2008). The support they provide to the mother might be financial, behavioural or emotional (Bögels & Phares, 2008) and this support enhances the quality of the mother-child relationship thus influencing the development of the child in a positive way (Cummings & O'Reilly, 1997).

According to Miles (2006) children who grew up in a household with both of their biological parents are better off than children who grew up with only one biological parent. Research further indicates that children benefit the most from two-parent families where both parents are satisfied in their relationship with each other and are actively involved and loving towards their children (Lamb & Lewis, 2010; Thorne, 2001). Belsky, Fish and Isabella (1991) found that infants characterised by negative emotionality became more positive when their mothers were sensitive towards and involved with them and when their mothers were in healthy spousal relationships, whereas some infants became more negative when their fathers were uninvolved and insensitive towards them and dissatisfied in their marriages. Lamb and Lewis (2010) found that positive and healthy spousal relations influenced paternal and maternal sensitivity as well as more optimal functioning on the part of the children.

Unfortunately there is a significant increase in South African families where the father is absent and where the mother is burdened with additional responsibilities (Zulu & Sibanda, 2005). According to Statistics South Africa (2010), the percentage of mothers who are married where a father figure is present - which might not be the biological father - was 40%. In the South African context various circumstances and influences lead to father absence including, poverty, unemployment, income inequality, gender power and masculinity dogmas, consequences of intimate partner violence, HIV/AIDS and migration (Desmond & Desmond, 2006; Holborn & Eddy, 2011; Rabe, 2006). HIV/AIDS is a well-known epidemic in South

Africa (Desmond & Desmond, 2006) and it is estimated that deaths resulting from it almost equal deaths from all other causes combined (Actuarial Society of South Africa, 2002 as cited in Desmond & Desmond, 2006). Thus many children grow up in non-traditional families, where the father is absent (East, Jackson, & O'Brien, 2006; Roman, 2011).

According to Del Russo (2009) a biological father is seen as absent when he does not reside with his child or when there is a lack of physical face-to-face contact between father and child. Krohn and Bogan (2001) defined father absence as a lack of regular interaction between father and child and the father thus consequently plays an inconsiderable role in his child's development. A study by Nerren (2008) emphasised the amount of engagement from the father when he is available and she also drew attention to the point in time when the father became absent. Father absence has a negative effect on children and manifests itself in several ways (Jackson, 2010).

Fatherless children are more physically unhealthy, more prone to develop attention deficit hyperactivity disorder, more likely to dislike school or perform inadequately academically, and more likely to be expelled or suspended from school (DeBell, 2008; Mott, 1990). Father absence has an influence on children abusing substances (Miles, 2006), it further correlates highly with youth imprisonment, (Krohn & Bogan, 2001; Mason, 1995) and relates to homicide and robbery in both males and females (Schwartz, 2003)) and has a significant effect on emotional problems and youth suicide (Krohn & Bogan, 2001; Miles, 2006). Popenoe (1996) is of meaning that the most fatherless children experience problems in raising their own children and to maintain a long term relationship with a spouse. There are numerous negative effects of father absence on daughters. Father absence relates to daughters' low self-esteem and can create a negative self-image (Botta & Dumlao, 2002; Jackson, 2010). According to Calvin (1993) fatherless daughters

are more likely to experience career problems such as a lack of ambition. Father absence further has a significant effect on early sexual activity and teenage pregnancy (Ellis et al., 2003) and fatherless daughters are much more likely to become single parents themselves as opposed to daughters who grew up with present fathers (Krohn & Bogan, 2001). Out of fear of abandonment fatherless daughters tend to cling on to their significant others (Calvin, 1993) which might result in them experiencing poor interpersonal relationships (Jackson, 2010).

It is evident that much research is available on physically absent fathers and the effect of such absence on children. However, father absence does not only require the actual physical absence of the father, but a father can be emotionally absent while still maintaining physical proximity (Pleck, 2010; Thomas et al., 2008; Williams & Kelly, 2005). Therefore, father absence is considered to be a relative and subjective term, defined in different ways by different authors. For the purpose of this study, emotionally absent fathers will be defined as biological fathers who were physically available during childhood, yet subjectively experienced by their daughters as emotionally absent.

According to Reber and Reber (2001) a subjective experience is an internal rather than an external experience of an individual and cannot be objectively measured by others despite the experience being real and profound. The experiences of the individual's own moods, attitudes, opinions and emotions are thus emphasised (Reber & Reber, 2001). Emotional involvement of a father is not merely about being physically present in the child's life, but also emphasizes the importance of emotional connectivity (Rohner & Veneziano, 2001). Emotional availability relates to how close the father is to the child (Bögels & Phares, 2008; Thomas et al., 2008). Emotionally involved fathering includes physical accessibility, consistency in the relationship and positive emotional connection (Rohner & Veneziano, 2001). An emotionally absent father

will thus among others be unaccommodating in personal problems of his child, will not show interest in the child's school work, be detached regarding his child's future plans and be perceived as unsympathetic and untrustworthy by his child (Bögels & Phares, 2008; Rohner & Veneziano, 2001; Williams & Kelly, 2005). An emotionally absent father's interaction with his child will lack sensitivity and warmth, caring and nurturance (Cabrera et al., 2000; Rohner & Veneziano, 2001) and he will fail to express his love and acceptance sufficiently (Miles, 2006). According to Williams (2008), absent fathers might provide financially for their children but still lack in spending quality time with them and providing love and attention.

“The emotionally absent father can and should be included in the description and discussion of fatherlessness, because the devastating effect on children is similar” (Harrington, 1996). A father's unavailability and lack of involvement was found to relate to anxiety disorders and higher stress levels (Bögels & Phares, 2008; Byrd-Craven, Auer, Granger, & Massey, 2012; Charity, 2003), externalizing and behavioural problems, including aggressive and violent behaviour as well as youth crimes (Charity, 2003; Finzi, Ram, Har-Even, Shnit, & Weizman, 2001; Honig, 2008; Le Roux, 2007; Veneziano, 2000; Williams & Kelly, 2005), earlier maturation, earlier sexual activity as well as dangerous sexual behaviour and reproduction (Byrd-Craven et al., 2012; Charity, 2003; Thorne, 2001). Due to the pain children with uninvolved fathers experience they often find themselves searching for acceptance, attention and approval from males (Miles, 2006). Emotionally absent fathers further has an effect on obesity (Charity, 2003), insecure adult attachments (Byrd-Craven et al., 2012), depression (Charity, 2003; Krampe & Newton, 2012) and suicide (Flouri & Buchanan, 2003).

In contrast, growing literature provides evidence that high-quality involvement of the biological father, characterized by closeness, empathy and support valuably contributes to a child

and adolescent's well-being and socio-behavioural outcomes (Carlson, 2006; Lamb 2010; Marsiglio, Amato, Day, & Lamb, 2000). According to Lamb (2010) children benefit greatly from having fathers who are not only physically present, but are also emotionally engaging and accepting. The biological father's emotional involvement with his child is unique and distinct from that of a mother, surrogate father figure or mentor (Miles, 2006). Different than mothers, fathers engage in more playful activities with their children (Coleman & Garfield, 2004) being more active, challenging, and exciting (Labrell, 1996) which seems to encourage a competitive, independent attitude in children and has a positive effect on children's social and cognitive development and academic competence (Bögels & Phares, 2008; DeKlyen, Speltz, & Greenberg, 1998; Smith, 2002). Smith (2002) also found that an involved father enhances children's verbal abilities and internal locus of control. Secure father-infant attachment was also found to enhance autonomy and good peer relationships (Grossmann et al., 2002). Children with physically present and engaging fathers were found to be more secure in their identities, have healthier self-esteem and less emotional distress (Allen, Hauser, Bell, & O'Connor, 1994; Amato & Rezac, 1994; Crystal, 1994; Griffin, 2005) and portrays positive character traits such as empathy and self-control (Smith, 2002). Close father-daughter relationship in childhood leads to women experiencing a sense of self-efficacy, or belief in their ability to manage stressful events sufficiently (Krampe & Newton, 2012). Secure early father-child attachment was found to predict greater levels of paternal sensitivity in later childhood which had a positive effect on children's emotional and social behaviour (Brown, Mangelsdorf, & Neff, 2012).

According to Perkins (2001) the father-daughter relationship has the potential to shape interaction patterns in relationships. Accepting fathers appears to be a significant factor in adult women trusting their spouse's love and commitment and being able to depend on their husband

(Shaver, Belsky, & Brennan, 2000). It also influences the adult daughter's comfort with sexuality and intimacy (Scheffler & Naus, 1999). According to Meeker (2006) the most important factor in a daughter's life is her father. The quality of a daughter's relationship with her father has a significant impact on the formation of her personality, her level of happiness, confidence, and therefore the choices she makes in life (Meeker, 2006).

Family systems theory holds the perspective that through assessing the interactions between and among family members individuals are best understood (Corey, 2005). A family member's development and behaviour is interconnected with others in the family. The family thus provides a primary context for understanding how individuals function in relation to others and how they behave (Corey, 2005). Structural family systems theorists are of meaning that the marital relationship will most likely affect the quality of care parents provide to their offspring (Minuchin, 1974). The McMaster Model of Family Functioning is also based on a systemic approach, stating that the parts of the family are interrelated. It focuses on the dimensions of functioning that exercise and impact on the physical and emotional health of family members (Epstein, Bishop, & Levin, 1978; Epstein, Ryan, Bishop, Miller, & Keitner, 2003). The six dimensions are problem solving, communication, roles, affective responsiveness, affective involvement, and behaviour control. Three of these dimensions that specifically relate to emotional involvement of the father will be discussed in short. Regarding roles, nurturance and support must be provided amongst the family members who involve the provision of warmth, comfort and reassurance. Affective responsiveness refers to the appropriate response to feelings of family members. Affective involvement takes in consideration the interest family members show in the activities and interest of other family members (Epstein et al., 2003). Effective functioning within these dimensions supports optimal physical and emotional health whereas

ineffective functioning can lead to clinical presentation (Epstein et al., 2003). It can therefore be argued that a father will have an impact on his daughter's functioning and behaviour within the family system, either being positive or negative.

According to Etchegoyen (2002) there is no cohesive and comprehensive theory about fatherhood in the psychoanalytical literature. Psychoanalytic literature tends to portray the mother as the more influential parent and is typically interested in understanding the early mother-child relationship (Karpetsis, 2010). Freud did not believe in the significance of the father's role in his daughter's life until the Oedipal phase (Kieffer, 2008). According to Freud the girl's penis envy increases positive Oedipal complex (Kieffer, 2008) which resolves when she accepts that her mother and father have a sexual relationship from which she is excluded and rather identifies with her mother as a woman and reminds herself that she will have a man of her own and ultimately will fulfil her desire for a baby (Raphael-Leff, 2008). Horney (1924) was of meaning that penis envy was not inevitable but that it represented a woman's envy of male cultural privilege and only occurred when the Oedipal situation is unresolved (as cited by Kieffer, 2008). Benjamin (1991) later explained that father absence or his incapacity to identify his daughter's subjectivity often frustrates a girl's love for her father.

Erikson proposed a more comprehensive psychoanalytical theory for fatherhood. He is of opinion that personality develops throughout an individual's life and explains it by means of eight developmental stages (Erikson, 1982). Each stage proposes a challenge where the individual must familiarise herself regarding two opposite poles. During middle adulthood (when most individuals become parents) the psychosocial task at hand is generativity versus stagnation and self-absorption (Erikson, 1982). Generativity refers to one being attentive to the needs of others and taking care of the next generation (Smit, 2004). Generativity comprises of

three categories. The first category is biological generativity (Snarey, 1993) which refers to the man's role as genitor (Smit, 2004). The second category is paternal generativity (Snarey, 1993) referring to a father's active involvement in the care-taking and nurturing of his children and implies that the father helps his child to accomplish a healthy identity, autonomy, initiative and trust (Erikson, 1982). Societal generativity is the last of the three categories and refers to the so-called cultural fathers (Snarey, 1993) meaning that men contribute to society by improving the well-being of the next generation by, for example, serving as a mentor to other children or being involved with youth organisations or in community work (Smit, 2004). Smit (2004) summarises generative fathering as fathering that is sensitive to the needs of children instead of merely fulfilling his role as father with regard to social and cultural prescriptions. Erikson was further of meaning that hope, fidelity and care are three psychosocial strengths that are important to be achieved during childhood, adolescence and adulthood to facilitate the growth of a healthy functional person (Snarey, 1993). It can therefore be argued that generative fathering will be able to contribute positively to his child's psychosocial strengths.

Problem Statement

According to Nielsen (2006) fathers feel that they are not as important to or as needed by their daughters as by their sons. Research done by Poll (2004) found that most fathers who participated in their study did not believe that their active involvement in their daughter's life was an important contributor to her well-being and health. Literature that focuses on the paternal parenting role is often inclined to focus more on the father-son dyad (Mussen, Young, Gaddini, & Morante, 1963; Nerren, 2008; Spjeldnaes, Moland, Harris, & Sam, 2011; Steytler & Strydom, 2008). The father-daughter relationship as well as the effect of paternal investment on the physiological and psychosocial functioning of daughters is often ignored (Byrd-Craven et al.,

2012; Del Russo, 2009). According to Krampe and Newton (2012) fathers and their adult daughters were found to be the least studied parent-adult child dyad. After exploring numerous databases there seems to be an abundant amount of literature and research surrounding the subjects of divorce (Dreman, 2000; Forehand, Thomas, Wierson, Brody, & Fauber, 1999; Mancini, 2010; Ozen, 2004), single parents (Barber & Eccles, 1992; East et al., 2006; Quinn, 2011), physically absent fathers (Bray & Brandt, 2007; Ellis et al., 2003; Rochford, 1998; Thorne, 2001) and the effect of the absent father on males (Balcom, 1998; Donovan, 2011; Erickson, 1996; Levant, 1992), but less literature, especially in the South African context, discussing the experiences of young women who grew up with an emotionally absent father. In order to address the above-mentioned problem, the following question was asked:

What are the experiences of young adult women who grew up with emotionally absent fathers?

Aim of the Study

The aim of the study was to explore the subjective experiences of young adult women who grew up with an emotionally absent father. It was foreseen that the findings may be used during enrichment programmes with such females or in their therapy. Data were collected through in-depth interviews and two open-ended questions were presented to the participants, namely:

1. Why do you define your father as being emotionally absent during your life?
2. Tell me about your experiences of growing up with an emotionally absent father?

Structure of the Research

In this section, Section 1, an overview of the theoretical framework and a literature review were presented, in order to establish the background and basis of this study. In the

following section, Section 2, the article to be submitted to the Journal of Psychology in Africa for possible publication is presented. Within this article the researcher discusses the methodology, findings and discussion of the study. The final section, Section 3, includes the researcher's critical reflections and the contributions the study has made towards the academic literature.

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SECTION 2: ARTICLE

Experiences of young adult women with emotionally absent fathers

2.1 Guidelines for authors: *Journal of Psychology in Africa*

Journal of Psychology in Africa

Instructions to Authors

Manuscripts

Manuscripts should be submitted in English, French, Portuguese or Spanish. They should be typewritten and double-spaced, with wide margins, using one side of the page only. Manuscripts should be submitted to the Editor-in-Chief, Journal of Psychology in Africa, Professor Elias Mpofu, PhD., CRC, Associate Professor, Faculty of Health Sciences, University of Sydney, Cumberland Campus, East Street, PO Box 170 Lidcombe NSW 1825, Australia, email: e.mpofu@usyd.edu.au. We encourage authors to submit manuscripts via e-mail, in MS Word, but we also require two hard copies of any e-mail submission. Before submitting a manuscript, authors should peruse and consult a recent issue of the *Journal of Psychology in Africa* for general layout and style. Manuscripts should conform to the publication guidelines of the latest edition of the American Psychological Association (APA) publication manual of instructions for authors.

Manuscript Format

All pages must be numbered consecutively, including those containing the references, tables and figures. The typescript of manuscripts should be arranged as follows:

Title: This should be brief, sufficiently informative for retrieval by automatic searching techniques and should contain important key-words (preferably <10 words).

Author(s) and address(es) of author(s): The corresponding author must be indicated. The author's respective addresses where the work was done must be indicated. An e-mail address, telephone number and fax number for the corresponding author must be provided.

Abstract: Articles and abstracts must be in English. Submission of abstracts translated to French, Portuguese and/or Spanish is encouraged. For data-based contributions, the abstract should be structured as follows: *Objective* - the primary purpose of the paper, *Method* – data source, subjects, design, measurements, data analysis, *Results* – key findings, and *Conclusions* – implications, future directions. For all other contributions (except editorials, letters and book reviews) the abstract must be a concise statement of the content of the paper. Abstracts must not exceed 120 words. It should summarize the information presented in the paper but should not include references.

Referencing: Referencing style should follow APA manual of instructions for authors.

References in text: References in running text should be quoted as follows: (Louw & Mkize, 2004), or (Louw, 2004), or Louw (2000, 2004a, 2004b), or (Louw & Mkize, 2004), or (Mkize, 2003; Louw & Naidoo, 2004). All surnames should be cited the first time the reference occurs, e.g., Louw, Mkize, and Naidoo (2004) or (Louw, Mkize, & Naidoo, 2004). Subsequent citations should use **et al.**, e.g. Louw et al. (2004) or (Louw et al., 2004). ‘Unpublished observations’ and ‘personal communications’ may be cited in the text, but not in the reference list. Manuscripts accepted but not yet published can be included as references followed by ‘in press’.

Reference list: Full references should be given at the end of the article in alphabetical order, using double spacing. References to journals should include the author’s surnames and initials, the full title of the paper, the full name of the journal, the year of publication, the volume number, and inclusive page numbers. Titles of journals must not be abbreviated. References to books should include the authors’ surnames and initials, the year of publication, the full title of the book, the place of publication, and the publisher’s name. References should be cited as per the examples below:

Appoh, L. (1995). The effects of parental attitudes, beliefs and values on the nutritional status of their children in two communities in Ghana (Unpublished master's thesis). University of Trondheim, Norway.

Peltzer, K. (2001). Factors at follow-up associated with adherence with directly observed therapy (DOT) for tuberculosis patients in South Africa. *Journal of Psychology in Africa*, 11, 165-185.

Sternberg, R. J. (2001, June). *Cultural approaches to intellectual and social competencies*. Paper presented at the Annual Convention of the American Psychological Society, Toronto, Canada.

Cook, D. A., & Wiley, C. Y. (2000). Psychotherapy with members of the African American churches and spiritual traditions. In P. S. Richards & A. E. Bergin (Eds.), *Handbook of psychotherapy and religiosity diversity* (pp. 369-396). Washington, DC: American Psychological Association.

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must not repeat data presented in the text or tables. Figures should be planned to appear to a maximum final width of either 80 or 175 mm. (3.5 or 7.0"). Complicated symbols or patterns must be avoided. Graphs and histograms should preferably be two-dimensional and scale marks provided. All lines should be black but not too heavy or thick (including boxes). Color only in photos or color sensitive graphic illustrations. Extra charges will be levied for color printing.

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2.2 Manuscript: Experiences of young adult women with emotionally absent fathers

Experiences of young adult women with emotionally absent fathers

Emené Peyper

Werner de Klerk*

Ruan Spies

North-West University, South Africa.

Corresponding author: W de Klerk*

School of Psychosocial Behavioural Sciences: Psychology

Private Bag X6001

Potchefstroom 2520

Internal Box 206

12998699@nwu.ac.za

Abstract

A large number of research projects on physically absent fathers are available, but literature on emotionally absent fathers and their daughters is limited. This qualitative study therefore explored the experiences of young adult women who grew up with emotionally absent fathers. A purposive sample (n = 11) of young adult women between the ages of 20 and 31 willingly participated in the research. Data collection took place by means of in-depth interviews. Transcribed data were analysed by means of thematic analysis from which themes and subthemes were derived. The participants experienced their fathers as emotionally absent because it was difficult to share emotions with their fathers; the participants' fathers did not show affection or express their love. They showed no interest, approval or acknowledgement and were found to be untrustworthy. The participants reported that this influenced their relationships with other men. They struggled with trusting other people, suffered from a low self-esteem, did not portray the true self because of repressed emotions and sought fathers' approval by doing things he liked.

Keywords: Emotionally absent father, father-daughter relationship, subjective experience, family dynamics

Orientation and Problem Statement

Many children grow up in non-traditional families, where the father is absent (East, Jackson, & O'Brien, 2006). Krohn and Bogan (2011) define absent fathers as those who do not interact with their children on a regular basis and consequently do not play a significant role in their children's development. Whereas Nerren (2008) takes into consideration the amount of engagement of the father when he is available and at what point in time the father absents himself. The term 'absent father', according to Del Russo (2009), refers to the biological father of the child who does not reside with the child. The absence also refers to a lack of physical face-to-face contact between father and child (Del Russo, 2009). However, father absence does not only necessitate the actual physical absence of the father, but a father can be absent emotionally while still maintaining physical proximity (Pleck, 2010). The aim of this study was to explore the subjective experiences of young adult women who grew up with an emotionally absent father.

According to Reber and Reber (2001) a subjective experience is a product of the individual's minds rather than that of the external world. While real and often profound, the subjective experience cannot be objectively measured by others. Emphasis is placed on the experiences of the individual's own moods, attitudes, opinions and emotions (Reber & Reber, 2001). According to Bögels and Phares (2008) emotional availability relates to how close the father is to the child. An emotionally absent father will, for example, be unsupportive in personal problems of the child, slow to show interest in the child's school work, uninvolved with the child's future plans and will be perceived as untrustworthy and unsympathetic by the child (Bögels & Phares, 2008). An emotionally absent father will fail to express his love and

acceptance sufficiently (Miles, 2006) and his interactions with his child will lack warmth or sensitivity (Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000).

The biological father's emotional contribution to his child is irreplaceable and distinct from that of a mother, mentor or surrogate father figure (Miles, 2006). The emotional involvement of a father was found to have a beneficial effect on a child's well-being, academic competence, persistence to complete complex tasks and self-esteem and has proved to protect adolescents from emotional distress (Allen, Hauser, Bell, & O'Connor, 1994; Amato & Rezac, 1994; Crystal, 1994). Griffin (2005) found that children with present and actively involved fathers are more secure in their identities. Furthermore, Secunda (as cited in Perkins, 2001), described a daughter's father as her "first love," regardless of her experience with her father. According to Perkins (2001) it can be assumed that the father-daughter relationship has the potential to shape interaction patterns in relationships.

According to Etchegoyen (2002) there is no cohesive and comprehensive theory about fatherhood in the psychoanalytical literature. Psychoanalytic literature tends to portray the mother as the more influential parent and is typically interested in understanding the early mother-child relationship (Karpetsis, 2010). Erikson proposed a more comprehensive psychoanalytical theory for fatherhood. According to Snarey (1993), Erikson identified three categories of how fathers care for the next generation, the first being that of biological generativity. The birth of his child propels a man into biological generativity. Paternal generativity, the second category, refers to a father being actively involved in the caretaking of his children. The last of the three categories, societal generativity, refers to so-called cultural fathers. Within the context of this concept, men creatively contribute to society – being ethically compelled to act responsively to the well-being of the next generation. Furthermore Erikson was

of meaning that three psychosocial strengths namely hope, fidelity and care must be achieved during childhood, adolescence and adulthood in order to become a healthy functional person (Snarey, 1993). It can therefore be argued that an emotionally involved father will be able to fulfill the second category, paternal generativity and contribute to his child's psychosocial strengths.

Literature that focuses on the paternal parenting role is often inclined to focus more on the father-son dyad (Mussen, Boutourline Young, Gaddini, & Morante, 1963; Nerren, 2008; Spjeldnaes, Moland, Harris, & Sam, 2011; Steytler & Strydom, 2008). The father-daughter relationship is often ignored (Del Russo, 2009). After exploring numerous databases there seems to be an abundant amount of literature and research surrounding the subjects of divorce (Dreman, 2000; Forehand, Thomas, Wierson, Brody, & Fauber, 1999; Mancini, 2010; Ozen, 2004), single parents (Barber & Eccles, 1992; East et al., 2006; Quinn, 2011), physically absent fathers (Bray & Brandt, 2007; Ellis et al., 2003; Rochford, 1998; Thorne, 2009) and the effect of the absent father on males (Balcom, 1998; Donovan, 2011; Erickson, 1996; Levant, 1992), but less literature, especially in the South African context, discussing the experiences of young women who grew up with an emotionally absent father.

Research indicates that father absence can be defined in numerous ways and father absence is therefore a relative term, defined in different ways by different authors. For the purpose of this study, emotionally absent fathers will be defined as biological fathers who were physically available during childhood, yet emotionally absent (unsupportive in personal problems of the child, showing a lack of interest in the child's school work, being uninvolved with the child's future plans and being perceived as untrustworthy, unsympathetic, failing to express his love and acceptance sufficiently, and his interactions with his child will lack warmth

or sensitivity). According to Meeker (2006) the most important factor in a daughter's life is her father. The quality of a daughter's relationship with her father has a significant impact on the formation of her personality, her level of self-esteem, happiness, confidence, and therefore the choices she makes in life (Meeker, 2006).

The research question was:

What are the subjective experiences of young adult women who grew up with emotionally absent fathers?

Aim

The aim of the study was to explore the subjective experiences of young adult women who grew up with an emotionally absent father. It is foreseen that the findings may be used during enrichment programmes with such females or in their therapy.

Method of Investigation

Research Method

The research study was explorative and descriptive in nature. A qualitative research method was used. Qualitative researchers collect data in the form of written or spoken language and analyse the data by identifying and categorising themes (Durrheim, 2006). A qualitative approach was appropriate for this study to explore the subjective experiences of young adult women who grew up with an emotionally absent father, as it is difficult to investigate attitudes and feelings quantitatively (Walker, 1999).

Research Design

Because the researchers wanted to explore the subjective experiences of young adult women who grew up with emotionally absent fathers, the phenomenological approach was used for this study. Phenomenology is the identifying of the essence of human experiences about a

phenomenon as described by the participant and focusing on the lived experience of the participant (Plug, Louw, Gouws, & Meyer, 2009). The goal of phenomenology is to explore and describe ordinary conscious experiences of everyday life. These experiences include beliefs, decisions, evaluations, feelings, judgements, memories and perceptions (Creswell, 2007; Sarantakos, 2005).

Participants and Research Context

Participants consisted of 11 young adult women, aged 20-31 years (the young adulthood developmental phase: Louw, Van Ede, & Louw, 1998) that voluntarily participated in the study. The selection criteria were that their parents should have been married, with both being physically present while the participants had subjectively experienced their fathers as emotionally absent while growing up. Since the participants were selected on the grounds of their knowledge of the studied phenomena a purposive sampling was used (Maree & Pietersen, 2007). Participants were recruited by word of mouth (East et al., 2006), which took place via conversation with the researcher telling possible participants about the research study. Participants recruited via word of mouth were neither relatives nor friends of the researcher's.

Data Collection

Data were collected through in-depth interviews (Gerson & Horowitz, 2001). An in-depth interview is an attempt to understand the participant's world from the participant's experiences and to uncover the participant's lived world prior to scientific explanation (Legard, Keegan, & Ward, 2005). Two open-ended questions were presented to the participants, namely: *Why do you define your father as being emotionally absent during your life?* and *Tell me about your experiences of growing up with an emotionally absent father?* Probing questions were also

asked as the interviews unfolded (Nieuwenhuis, 2007). The interviews were audio taped and transcribed verbatim.

Data Analysis

The researcher transcribed the data into written form. Thematic analysis was used to identify, analyse and report themes in the transcribed data (Braun & Clarke, 2006). The phases that were followed while analysing the data included familiarisation with the data (read and re-read while searching for patterns and meaning), generating of initial codes, searching for themes (the different codes were sorted into potential themes), reviewing themes, defining and naming themes and finally producing the report (Braun & Clarke, 2006).

Trustworthiness

Trustworthiness for this research was accomplished by using the strategies as suggested by Krefting (1991). Credibility (truth value) was ensured through prolonged engagement with the data, the researcher continuously reflected on the research. Transferability (applicability) was ensured through the selection of sources and sampling, data saturation and a dense description of the qualitative results (themes). Dependability (consistency) in this research was ensured through the stepwise replication of data collection and data analyses as well as coding and recoding of the data. A co-coder also assisted in the data analyses. Finally conformability was ensured through the researchers who are familiar with qualitative research that the data support the analyses and interpretation of the findings.

Ethical Aspects

This study forms part of a research project for which ethical approval was obtained from the Ethics Committee of the North-West University, Potchefstroom Campus (NWU-00125-11-A1). The different participants were requested to sign consent forms. Participants were

informed that their participation was voluntary, that the data would be treated with confidentiality and that they could withdraw from the research study at any stage. Due to the nature of the research, referral to a psychologist was available in the case where a participant so requested. Participants were also assured that all the data would be kept confidential under secure control of the North-West University.

Findings and Discussion

Two main themes with subthemes emerged from the data analysis. Appropriate verbatim quotations are provided as validation. The table below summarises the themes and subthemes.

< Insert table approximately here >

Theme 1: Experiencing Emotionally Absent Fathers

Difficult to share emotions with father

In a research study of college students conducted over a 15-year period, Nielsen (2007) found that participants wished for an emotionally and personally closer relationship with their fathers so that they could comfortably share personal issues with their fathers. A majority of the participants of this current research explained that their fathers were uncomfortable when they expressed their emotions in front of them and that the fathers discouraged it, as one participant commented:

I realised that my father failed to make me feel at ease. In his presence I was almost always shy for having emotions and of showing emotions. I think the reason for this was that my father didn't allow room or space for emotions. He simply didn't allow it. He didn't accommodate or embrace it.

Another participant commented:

He never tolerated the expression of emotions. Only to a certain extent perhaps, yes, in that we were allowed to cry, but then it had to stop. Then he would tell you to pull up your socks, to swallow the tears, to stop sobbing, to go to your room and finish your crying there before you came back. You know, as if there were no room for weakness, no time for sitting crying.

Another participant commented:

An emotional conversation with my father was very difficult. I couldn't go to him and I still cannot. If, for example, I shared with him that my boyfriend had upset me he was quick to cut the conversation short by telling me to get rid of the boyfriend. That was his solution, just like that. He would tell me to drop discussions on emotions and emotional trivialities - "if your boyfriend doesn't work for you, let him go".

According to Millar (2006) sensitivity from the father is very important. It, however, seems as though these participants' fathers lacked in providing a sensitive environment where they could freely share their emotions.

Father neither shows affection nor expresses his love

According to Rohner and Veneziano (2001) a father's involvement is perceived by children as an expression of paternal warmth and the quality of their relationship (father-child) amongst others has to do with affection and love. Most of the participants mentioned a lack of receiving their fathers' affection. One participant commented: "He simply is not the kind of person who would give you a kiss or a hug or who would tell you that he loved you." Another mentioned: "I noticed the way my friends' fathers would share their affection with their daughters. I also had a desire to be held and hugged a bit and without it feeling embarrassing or forced." Another participant commented: "He doesn't show emotions. He will not of his own

accord tell you that he loves you, or hold you a bit or give you a hug or pick you up to sit on his lap.” These participants seemed to have a desire to experience their fathers’ affection and to hear from their fathers that they loved them but unfortunately did not experience or hear it.

Father shows no interest

A fathers’ involvement has a positive effect on his child’s social, behavioural, cognitive and psychological outcomes and is thus important for the general well-being of his child (Sarkadi, Kristiansson, Oberklaid, & Bremberg, 2007). Rather than the quantity of time spent with a child (son/daughter), the quality of time spent with a child is the important factor (Miller, 2006). A majority of the participants experienced a lack of interest from their fathers, as one participant commented:

I always had this thing that if I performed better he would be more interested - then he would come and watch me doing gymnastics, he would take note that I was among the top ten academically and attend the prize-giving ceremony at school - I only had to work hard or harder each year, I only had to improve on my performance and then he would be interested. It all was to no avail - he still was not interested.

Another participant commented:

As far as my life is concerned he never got involved personally - he offered no support or encouragement, he asked no questions about what I was doing or keeping myself busy with and to me it always seemed that he couldn’t care less and was not at all interested, over and out

Another participant commented:

He never encouraged me while I was at school - not when I was singing, not when I was busy with sport activities - none of those things he was part of. He never attended parents' meetings. He said such things were nonsense and he was not interested.

Although these participants wanted their fathers to be involved and show interest in their daily lives they have experienced their fathers as uninvolved, showing no interest.

Lack of trust

Trusting their fathers was something that most of the participants struggled with. One participant mentioned:

When I have to deal with a problem I would never in my life consider telephoning my father. Whenever I might be stranded along the way some night I wouldn't give him a call, because he might easily tell me that he was coming and then leave me there for another three hours. Very often when he had to come and fetch me at school during my primary school days he left me there until six o'clock the afternoon when they already started locking up everything. He made no arrangements and he didn't ask anybody to make sure that I would be all right.

Another participant mentioned: "I have a feeling that if I allow him, my father, closer to me again he's going to hurt me again. I know it specifically; I know it for a fact." Another participant mentioned: "...I cannot really trust him ... if my father tells me that he's going to do something for me I think 'No, wait, let me rather do it myself'."

It seems as though these participants have been disappointed repeatedly by their fathers, causing them to lose faith in them.

No approval or acknowledgment

According to Krohn and Bogan (2001, as cited by Goossen, n.d., p. 3) "available fathers who talked to, praised, and responded to their daughters boost their girls' social responsiveness and positive feelings about self beyond those girls whose fathers were uninvolved". The experience of nearly everyone was that their fathers did not show approval or acknowledgement towards them, as one participant mentioned:

Some time ago I felt, especially during my last year of school, that it was not even worth the trouble to look for a job for myself or to pass or whatever else, because, I mean, you crave some kind of acknowledgment at the end of the day. What's the value of a piece of paper? It means nothing to me if not even my father would be proud of me

Another participant mentioned:

I don't think this process is ever going to stop, but what I can say for certain is that I don't need for my father to approve of me as a person anymore, to tell me that he is proud of me, that I am a fine kid, that he cares for me and loves me. I no longer expect or anticipate his doing so and it is okay with me that he doesn't say those things

Another participant commented:

I now simply fit into yet another category that he dislikes. All his life he has been organising my brother's life for him and my brother has always submitted to my father's wishes, which means that my brother is like the big success story of his life, but in my case it has been different. I didn't attend the high school that he had intended for me, I didn't date the guys he selected for me, I didn't go study the course of his choice, I didn't follow the career he preferred and now that I have stopped working he cannot believe that I am doing such a thing ... in the beginning, when I was still younger, he was very

outspoken as to how stupid I am and in telling me that he cannot believe I am making such mistakes

Some of the participants mentioned that they craved and looked for approval or acknowledgement from their father but according to most to no avail.

Theme 2: Consequences of an Emotionally Absent Father

Relationships with other men

According to Perkins (2001) the father-daughter relationship has the potential to shape interaction patterns. For many daughters their fathers influence how they view the opposite sex (Krohn & Bogan, 2001). All the participants mentioned that their fathers' emotional absence influenced their relationships with other people, especially with men. One participant mentioned:

At a certain stage my relationship with men was of such a nature that I chose those who were emotionally unavailable or not available at all. To me a safe choice would be married men or people who were already attached to committed relationships or somebody who was a type of player and who would not be interested in any emotional involvement. To me the ideal partner would be - I needn't give emotionally to you and you needn't give emotionally to me

Another commented:

I expected too much of the guys because to a great extent I felt that my life was now evolving around them because they were the only source of that fulfilment - of making me feel that I was now loved and cherished and pampered, all those things that I didn't get from my father. I wanted them to be the centre of my life or else, as I experienced it in myself, my life would be falling apart

Another participant commented:

I think the fact that I picked up no emotional closeness in my relationship with my father, that I didn't feel safe or protected as a daughter should feel, led me to accept a physical relationship with my boyfriend, especially as this was what my boyfriend expected of me. I was not prepared to withhold it from him because I feared that doing so would only destroy the attention I was receiving from him as well as his emotional involvement in my life. Instead I was prepared to make the sacrifice by giving him what he wanted and in return to at least receive some contribution to satisfy my emotional needs.

As seen above the fathers' emotional absence has an effect on how these participants related to the opposite sex. According to Krohn and Bogan (2001) daughters who experience abandonment from their fathers seek more attention from men and have more physical contact with boys than those daughters from intact homes. Burns (2008) found that female adolescents who grew up without a strong father figure attempted to be close and communicate with other males to fill what they were missing with their own fathers. This concurs with the participants' experience.

Struggling to trust other people

A daughter's ability to trust males in her life is greatly influenced by her father (Nielsen, 2007). Most of the participants mentioned that as they could not even trust their fathers they struggled to trust other people. They found themselves being suspicious of others, as one participant commented:

I think I longed for and desired to be able to simply and unconditionally accept people for what they did or said, for what they were, but in the back of my head there would always be the thought that this might not be sincere. I got filled with suspicion and

started being very analytical with regard to what people said and how they said it - this is still the case even now. I won't take it for granted that your conversation, even if it happens to be friendly, really is sincere or reflects what is going on inside your heart. Another mentioned: "I have a problem with trusting people. I first have to walk a road with someone before I can say that a relationship of trust is developing. I do not readily accept a person's word." Another participant commented:

I think that is something that I learnt as time passed, not to trust other people. I was convinced that other people hurt you, that everything was aimed at me to hurt me. For this reason I prefer to shy away from any contact with other human beings.

It seems as though the participants struggled to trust others and that they are suspicious of others' motives and intentions.

Low self-esteem

A majority of the participants reported feelings of worthlessness, uselessness, and incompetence and mentioned that they doubted themselves regardless of good performance and positive feedback from others. According to Pleck (2004) self-esteem is developed in childhood and the parent-child relationship exercises a significant impact on it. The parents further instil in their children the belief that they are important and valuable (Rohner & Veneziano, 2001), children with loving and involved fathers are thus more likely to have a healthy self-esteem (Pleck, 2004). This concurs with Steinberg's (2001) research, stating that children who were raised by parents who provided emotional support and appropriate monitoring and discipline report higher self-esteem. One participant mentioned: "I think it must have been related to a poor self-esteem - always those negative ideas and beliefs about yourself. You're not good

enough, you can't do this or that. What is this person going to do or say, or that person?"

Another participant mentioned:

I never thought that I was okay or that I had done this or that well. I'm always lacking somewhere or somehow, I would think and feel. As soon as somebody acknowledges something I've done I start thinking there must be a mistake somewhere, the paperwork must have gone haywire!

Another commented:

Oh, oh - if I have to discuss my self-esteem we might remain busy for quite a while yet! I never thought much of myself, I always tried to look great in his eyes or in the eyes of other people, but I never thought I was up to much or 'passing the test' or was worth something, or that I was capable of accomplishing much

Does not portray true self because of repressed emotions

According to Millar (2006) fathers who react appropriately to their children's emotional expression have a positive effect on social and emotional behaviour in later childhood and adolescence. The type of father a daughter grew up with greatly affects the way a daughter behaves in social situations (Perkins, 2001). Most of the participants reported that due to their fathers not allowing them to show their emotions they have learned to repress their emotions and therefore put up a facade in front of others. One participant mentioned:

I think if people were to observe me from the outside they would have thought that I was a totally balanced and happy child. In true fact I was all but. That which I presented to the outside world was not at all the truth, not at all what I was feeling deep inside myself

Another participant explained: "I would rather be something that I actually was not. My main motivation was to keep the peace and to please other people so that they would like me"

Another commented: "If you cry you're a weakling, if you display emotions you're a weakling. If you dare show emotions to people in your life they are going to use you and misuse you. You must always come across as being strong."

It appears as though these participants rather learned to repress their emotions as a defence mechanism and in order to keep the peace.

Seeking father's approval by doing things he likes

A majority of the participants did not feel connected to their fathers and did not experience their fathers' approval or acknowledgement. They looked for his approval by doing things he liked. One participant commented:

I started watching cricket and rugby because that would appear to be an opportunity for bonding. Those were the things that we could do together, so what I did was to literally determine what my father regarded as important so that I could share his interests with him. It at least resulted in his talking to me from time to time

Another participant commented: "When I started playing cricket my father all of a sudden showed interest, not that I really enjoyed it, but because he showed interest I continued playing the sport". Another participant commented: "We would go to a bar and drink a beer together and smoke a cigarette together and on this level there were some signs of association, almost as if he would allow me to be his friend".

It appears as if their father's approval and attention was so important to them that they would rather find something he was interested in as a way of improving the relationship and to seek the spontaneous attention and approval they were so badly missing.

Conclusion

The aim of the study was to explore the subjective experiences of young adult women who grew up with an emotionally absent father. In explaining their experience of growing up with an emotionally absent father most of the participants mentioned that they struggled to share their emotions with their father. They experienced their fathers as being uncomfortable with their emotions and emotional problems. It is hypothesised that because these daughters were not allowed to show their emotions with ease in front of their fathers, they have learned to repress their emotions and put up a facade, not only in front of their fathers but also in front of other people in their lives. These findings concur with Perkins' (2001) findings that a father greatly influences the way his daughter behaves in social situations.

Further the participants mentioned that their relationship with their father, specifically not being comfortable in showing and sharing their emotions with him, influenced their relationships with other men. They became physically involved with men either to shy away from sharing their emotions with them or in order to also get emotional support from them. Burns (2008) found that female adolescents who grew up without a strong father figure attempted to be close and communicate with other males to fill what they were missing with their own fathers. Perkins (2001) mentioned that the father-daughter relationship has the potential to shape interaction patterns and Krohn & Bogan (2001) are of meaning that fathers influence how their daughters view the opposite sex. Most of the literature on father absence and the affect thereof on their daughters' relationship with the opposite sex are focused on physically absent fathers (Clark & Kanoy, 1998; Ellis et al., 2003; Knox, Zusman, & DeCuzzi, 2004) rather than emotionally absent fathers.

The participants also explained that they did not receive affection from their fathers and this concurs with Miles (2006) saying that an emotionally absent father will fail to express his love, and this will further exercise an impact on their relationships with men. They tried to fill that gap by seeking affection from other men. This together with the participants experiencing no approval or acknowledgement or interest in them and their activities from their fathers might have contributed to their perceived low self-esteem. According to Rohner and Venesiano (2001) parents instil in their children the belief that they are important and valuable and Pleck (2004) concludes that children with loving and involved fathers are more likely to have a healthy self-esteem. The above-mentioned of a lack of interest and receiving no approval or acknowledgment from their fathers might have led them to seek their fathers' approval by doing things he like.

Lastly the participants experienced their fathers as untrustworthy and this concurs with Bögels and Phares' (2008) findings. This might have had an influence on the participants struggling to trust other people, often leaving them suspicious of others' motives and intentions, as Nielsen (2007) found that a daughter's ability to trust males in her life is greatly influenced by her father. Therefore, this study indicates that emotionally absent fathers have a great impact on their daughters' lives.

Limitations and Recommendations

Due to the limited demographic variation of the qualitative research study the research findings cannot be generalised throughout the population of young adult females in South Africa.

Extensive literature on the effects of physically absent fathers on children is available but little could be found on the effect of emotionally absent fathers on children. No other study on the experiences of young adult women with emotionally absent fathers was found in the

literature. It is recommended that more research be done on the experiences and effects of both males and females with emotionally absent fathers. Results can then be compared. It is further recommended that a programme with guidelines for fathers be developed on how to be sensitive and in tune with his child's needs and emotions and how to be emotionally involved with his child.

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Appendix

Table 1

Themes and Subthemes of the Participants' Experiences of Emotionally Absent Fathers

Themes	Theme 1: Experiencing emotionally absent fathers	Theme 2: Consequences of emotionally absent father
Subthemes	<ul style="list-style-type: none">• Difficult to share emotions with father• Father neither shows affection nor expresses his love• Father shows no interest• Lack of trust• No approval or acknowledgment	<ul style="list-style-type: none">• Relationships with other men• Struggling to trust other people• Low Self-Esteem• Does not portray true self because of repressed emotions• Seeking father's approval by doing things he likes

SECTION 3: CRITICAL REFLECTION

Critical Reflection

The dynamics of the mother-child relationship has for many years been the focus of child development and well-being (Bowlby, 1982, Honig, 2008). Fortunately the father's role and influence in the development process and in a child's life has been emphasised to a greater extent over the past thirty years and the significance of the relationship received better acknowledgement (Carlson, 2006; Coleman & Garfield, 2004; Lamb & Lewis, 2010). However, literature on the paternal parenting role proves to focus more on the father-son dyad (Mussen, Boutourline Young, Gaddini, & Morante, 1963; Nerren, 2008; Spjeldnaes, Moland, Harris, & Sam, 2011; Steytler & Strydom, 2008) and the father-adult daughter dyad seems to be the least studied parent-child dyad (Krampe & Newton, 2012). Much literature is available on physically absent fathers (Bray & Brandt, 2007; Ellis et al., 2003; Rochford, 1998; Thorne, 2001) and the effect of the absent father on males (Balcom, 1998; Donovan, 2011; Erickson, 1996; Levant, 1992), but less literature, especially in the South African context, to discuss the experiences of young women who grew up with an emotionally absent father.

In order to address the above-mentioned problem, the following question was asked in this research study: "What are the experiences of young adult women who grew up with emotionally absent fathers?" The aim of the study was therefore to explore the experiences of young adult women who grew up with an emotionally absent father. A qualitative research method, more specifically a phenomenological approach, was followed. Purposive sampling via word of mouth (East, Jackson, & O'Brien, 2006) was used to recruit eleven 20-31 year old adult women who participated voluntarily in the research project. In-depth interviews that were audio

taped were the means by which data were collected. The data were transcribed and analysed by means of thematic analysis from which themes and sub-themes were derived.

Two main themes with sub-themes emerged from the data analysis. Regarding the first theme, experiencing emotionally absent fathers, the participants found it difficult to share their emotions with their fathers. Most of the participants experienced their fathers as being uncomfortable with the participants' expression of emotions and mentioned that their fathers would rather discourage it. Secondly a majority of the participants did not receive affection from their fathers. Thirdly, the participants mentioned that although they longed for their fathers to be involved and interested in their lives they have experienced the opposite. They experienced their fathers as uninvolved and not interested. Fourthly it appeared as if most of the participants experienced repetitive disappointment by their fathers leading to little trust in them. Regarding the last sub-theme most of the participants mentioned that although they wanted their fathers' approval and acknowledgment they rarely provided it.

The second main theme, consequences of emotionally absent fathers, also consisted of five sub-themes, the first being relationships with other men. All the participants mentioned that their fathers' emotional absence influenced their relationships with other people, especially with men. They either wanted from men what their father had not offered them or followed the same pattern of emotional unavailability towards men as they had experienced from their fathers. The participants struggled with trusting their fathers as did they to trust other people as well. They mentioned being suspicious of others' motives. Another consequence of emotionally absent fathers is having a low self-esteem. A majority of the participants reported feelings of uselessness, worthlessness, and incompetence. Despite positive feedback from others and good performance they still doubted themselves. The majority of the participants mentioned putting

up a facade in front of others as they had to learn how to repress their emotions due to their fathers' discouragement of expressing their emotions. Lastly, because most of the participants' fathers had not been involved with or interested in their daily lives and because they did not experience their fathers' acknowledgement or approval they did things he enjoyed and were interested in in order to look for his approval. From the results it is evident that emotionally absent fathers exercised a significant impact on their daughters' lives.

The research findings cannot be generalised throughout the population of young adult females in South Africa due to the limited demographic variation of the qualitative research study. The topic of physically absent fathers and the effects thereof on children has been researched numerous times. Only a few studies regarding emotionally absent fathers could be found. No other study on the experiences of young adult women with emotionally absent fathers was found in the literature, specifically in the South African context. This current study therefore contributed to new knowledge in the field of emotionally absent fathers. This is of importance in therapy with such females. It is recommended that more research be done on the experiences and effects of both males and females with emotionally absent fathers. Results can then be compared. Further studies can also include coping with emotionally absent fathers.

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APPENDICES

Addendum A: Informed consent



Werner de Klerk
Email: 12998699@nwu.ac.za
Tel: (018) 2991745
Fax: (018) 2991730
North-West University, Private Bag X6001,
Potchefstroom, South Africa 2520

Request for permission to conduct research

Dear Participant

You are hereby asked to participate in a research study to help the researchers gain information on the experiences of young adult woman that had grown up with an emotionally absent father. This research project will be done by a Master's student in Psychology, registered at the North-West University's Potchefstroom Campus. This study has been approved by the North-West University's Ethics Committee (NWU-00125-11-A1).

Participation is voluntarily and anonymous. There is no risk associated with your participation and you may withdraw from the research at any stage during the process without any penalty or loss of benefit to yourself. In-depth interviews will be conducted with individuals (participants) that are willing to participate in this research study. The North-West University will ensure confidentiality of all written records and voice recordings.

Thank you for your participation, time and valuable contribution to this project.

Emene Peyper (MA Student Researcher)

Date

Werner de Klerk: Supervisor

Date

Informed consent

I understand that there are no foreseeable risks or discomforts should I agree to participate in the study. I understand that the results of the study may be published. I have been informed that any questions I have concerning this research study of my participation in it, before or after my consent, will be answered by the investigator of this study. If I, because of the sensitive nature of this study, wish to speak to a professional after the interview has taken place, the necessary referral will be done by the researcher. I have read the above information; I understand that I may withdraw my consent at any time without loss of benefit to myself. In signing this consent form, I am not waiving any legal claims, rights, or remedies.

Participant's signature

Date

Addendum B: Table of themes: English translation of Afrikaans quotes

Theme	Sub-Themes	Quotes in English and Afrikaans
1.Experiencing emotionally absent fathers	1.1 Difficult to share emotions with father	<p>“I realised that my father failed to make me feel at ease. In his presence I was almost always shy for having emotions and of showing emotions. I think the reason for this was that my father didn’t allow room or space for emotions. He simply didn’t allow it. He didn’t accommodate or embrace it.”</p> <p><i>“ek het besef dat my pa nooit vir my vryheid gegee of ruimte gegee het nie, ek was altyd amper skaam vir emosies en ek dink die rede hoekom ek skaam was vir emosies is my pa het dit nie toegelaat nie, hyt dit nie embrace nie”</i></p>
		<p>“He never tolerated the expression of emotions. Only to a certain extent perhaps, yes, in that we were allowed to cry, but then it had to stop. Then he would tell you to pull up your socks, to swallow the tears, to stop sobbing, to go to your room and finish your crying there before you came back. You know, as if there were no room for weakness, no time for sitting crying”</p> <p><i>“Emosioneel het hy nooit toegelaat om werklik uiting te gee. Tot op ‘n punt, hyt toegelaat dat ons huil en so maar dan moet dit stop. Jy moet jou sokkie op trek, sluk die</i></p>

		<p><i>trane, hou op snik, gaan kamer toe, huil daar klaar en kom terug, jy weet. Daars nie ruimte vir swakheid nie, daars nie ruimte vir sit en sanik nie”</i></p>
		<p>An emotional conversation with my father was very difficult. I couldn’t go to him and I still cannot. If, for example, I shared with him that my boyfriend had upset me he was quick to cut the conversation short by telling me to get rid of the boyfriend. That was his solution, just like that. He would tell me to drop discussions on emotions and emotional trivialities - "if your boyfriend doesn’t work for you, let him go"</p> <p><i>“ ‘n emosionele gesprek met my pa was baie moeilik, ek kon nie na hom toe gaan nie, en nou nog nie, ek kan nou nog nie vir hom se hierdie boyfriend het my afgepis nie want dan se hy vir my los hom sommer dis sy oplossing mens moenie chat oor emosie nie en emosionele goetertjies nie as hy nie vir jou werk nie los hom.”</i></p>
	1.2 Father neither shows affection nor expresses his love	<p>“He simply is not the kind of person who would give you a kiss or a hug or who would tell you that he loved you”</p> <p><i>“hy is nou maar nie iemand wat jou gaan soen en druk nie en se ek is lief vir jou nie”</i></p> <p>“I noticed the way my friends’ fathers would share their affection with their daughters. I also had a desire to be</p>

		<p>held and hugged a bit and without it feeling embarrassing or forced”</p> <p><i>“ek het net gesien hoe my maats se pa’s hulle dogters hanteer en ek het net ‘n verlange gehad dat my pa my sal vashou en my sommer net ‘n drukkier sal gee sonder dat dit ongemaklik is of forseerd is”</i></p>
		<p>“He doesn’t show emotions. He will not of his own accord tell you that he loves you, or hold you a bit or give you a hug or pick you up to sit on his lap”</p> <p><i>“hy wys glad nie emosie nie, hy sal nie uit sy eie uit se hys lief vir jou of vir jou ‘n drukkier gee of jou kom vashou of jou op sy skoot kom tel nie”</i></p>
	1.3 Father shows no interest	<p>“I always had this thing that if I performed better he would be more interested - then he would come and watch me doing gymnastics, he would take note that I was among the top ten academically and attend the prize-giving ceremony at school - I only had to work hard or harder each year, I only had to improve on my performance and then he would be interested. It all was to no avail - he still was not interested”</p> <p><i>“so dis healtyd daai van, as ek nog bietjie meer gaan perform dan gaan hy belangstel en dan gaan hy kom kyk as ek gimnastiek doen en op skool as ek top 10 gaan wees</i></p>

		<p><i>dan gaan hy daar wees vir die prysuitdelings en ek gaan hard werk elke jaar om top 10 te wees maar daar was nogsteeds geen belangstelling gewees nie so dit het nie rerig gehelp nie</i></p>
		<p>“As far as my life is concerned he never got involved personally - he offered no support or encouragement, he asked no questions about what I was doing or keeping myself busy with and to me it always seemed that he couldn’t care less and was not at all interested, over and out”</p> <p><i>“omdat hy nooit persoonlik in my lewe betrokke was nie, nie ondersteunend was nie of gevra het wat ek gedoen het nie het dit altyd gelyk hy stel nie belang nie, klaar”</i></p>
		<p>“He never encouraged me while I was at school - not when I was singing, not when I was busy with sport activities - none of those things he was part of. He never attended parents’ meetings. He said such things were nonsense and he was not interested”</p> <p><i>“hy het my nooit aangemoedig in skool nie, as ek gesing het of soos as ek sport gehad het of sulke goed, met oueraand was hy nooit daar nie, hy het altyd gese dis nonsense, hy stel nie belang nie”</i></p>
	1.4 Lack of trust	When I have to deal with a problem I would never in my

		<p>life consider telephoning my father. Whenever I might be stranded along the way some night I wouldn't give him a call, because he might easily tell me that he was coming and then leave me there for another three hours. Very often when he had to come and fetch me at school during my primary school days he left me there until six o'clock the afternoon when they already started locking up everything. He made no arrangements and he didn't ask anybody to make sure that I would be all right.</p> <p><i>“ek sal nooit in my lewe daaraan dink om my pa te bel as ek in die moeilikheid is nie, ek sal nooit as ek een aand iewers gestrand is hom bel nie want dit voel vir my hy sal se hy kom nou en dan los hy my vir 3 ure daar. Hyt my baie kere by die laerskool gelos tot 6h die aand en as hulle wil toesluit sit ek nogsteeds daar, hy kom haal my nie en hy sal nie reelings tref om te kyk dat ek allright is nie”</i></p>
		<p>“I have a feeling that if I allow him, my father, closer to me again he's going to hurt me again. I know it specifically; I know it for a fact.”</p> <p><i>“”ek voel as ek hom, my pa, nou weer naby my gaan toelaat gaan hy my seer maak, ek weet dit spesifiek, ek weet dit vir 'n feit”</i></p>
		<p>“...I cannot really trust him ... if my father tells me that</p>

		<p>he's going to do something for me I think 'No, wait, let me rather do it myself'."</p> <p><i>"soos ek kan hom nie rerig trust nie...as my pa vir my se hy gaan iets doen dan se ek nee, wag, laat ek dit eerder self doen"</i></p>
	1.5 No approval or acknowledgement	<p>"Some time ago I felt, especially during my last year of school, that it was not even worth the trouble to look for a job for myself or to pass or whatever else, because, I mean, you crave some kind of acknowledgment at the end of the day. What's the value of a piece of paper? It means nothing to me if not even my father would be proud of me"</p> <p><i>"dit het 'n ruk terug vir my gevoel, veral die laaste jaar van skool, dat dit nie eers meer die moeite werd is om 'n werk te kry of om deur te kom of enigiets nie want ek meen jy wil tog erkenning he op die ou einde van die dag, ek meen 'n stuk papier beteken vir my niks nie as ek geweet het my pa is trots op my"</i></p>
		<p>"I don't think this process is ever going to stop, but what I can say for certain is that I don't need for my father to approve of me as a person anymore, to tell me that he is proud of me, that I am a fine kid, that he cares for me and loves me. I no longer expect or anticipate his doing so and</p>

		<p>it is okay with me that he doesn't say those things"</p> <p><i>"ek dink nie hierdie proses gaan ooit eindig nie maar ek dink ek kan verseker se die feit dat ek nodig gehad het van my pa om my goed te keur as mens, om te se eks trots op jou, jys 'n goeie kind, eks lief vir jou, ek verwag dit nie meer van my pa nie, en dis ok as hy dit nie vir my se nie"</i></p>
		<p>"I now simply fit into yet another category that he dislikes. All his life he has been organising my brother's life for him and my brother has always submitted to my father's wishes, which means that my brother is like the big success story of his life, but in my case it has been different. I didn't attend the high school that he had intended for me, I didn't date the guys he selected for me, I didn't go study the course of his choice, I didn't follow the career he preferred and now that I have stopped working he cannot believe that I am doing such a thing ... in the beginning, when I was still younger, he was very outspoken as to how stupid I am and in telling me that he cannot believe I am making such mistakes"</p> <p><i>"Ek val nou net in nog 'n kategorie wat hy nie van hou nie. Hy het nog sy lewe lank my boetie se lewe vir hom gereel en my boetie het nog altyd alles gedoen wat hy wou he so my boetie is soos die groot suksesverhaal van sy</i></p>

		<p><i>lewe maar ek het nie na die hoerskool toe gegaan wat hy wou gehad het nie, ek het nie met die ouens uitgegaan wat hy wou gehad het nie ek het nie gaan swot wat hy wou gehad het nie so ek het nie gaan werk wat hy wou gehad het nie en noudat ek ophou werk het kan hy nie glo ek doen so iets nie. ...hy was aan die begin verskrik uitgesproke toe ek jonger was oor hoe stupid ek is en hy kan nie glo ek maak sulke foute nie”</i></p>
<p>2. Consequences of emotionally absent fathers</p>	<p>2.1 Relationships with other men</p>	<p>“At a certain stage my relationship with men was of such a nature that I chose those who were emotionally unavailable or not available at all. To me a safe choice would be married men or people who were already attached to committed relationships or somebody who was a type of player and who would not be interested in any emotional involvement. To me the ideal partner would be - I needn’t give emotionally to you and you needn’t give emotionally to me”</p> <p><i>“my verhoudings met mans was op ‘n stadium van so ‘n aard dat ek het gegaan vir mense wat emosioneel onbeskikbaar of nie beskikbaar was nie, so getroude mans of mense wat in committed relationships was of iemand wat ‘n player was wat nie emosioneel vir my kan terug gee nie is die ideale partner want ek hoef nie emosioneel vir</i></p>

		<p><i>jou te gee nie en jy hoef nie emosioneel vir my te gee”</i></p>
		<p>“I expected too much of the guys because to a great extent I felt that my life was now evolving around them because they were the only source of that fulfilment - of making me feel that I was now loved and cherished and pampered, all those things that I didn’t get from my father. I wanted them to be the centre of my life or else, as I experienced it in myself, my life would be falling apart”</p> <p><i>“ek het te veel verwag van die oukies, omdat ek half gevoel het my hele lewe draai nou om hulle want hulle is die enigste bron wat vir my daai vervulling gee van ek voel nou liefgehe ek voel nou gekoester en ek voel nou vertroetel en gepamperlang wat ek nie by my pa kry nie so ek het altyd my hele lewe om hulle gedraai, om my ouens want as ek nie dit het nie het dit gevoel my hele lewe val uitmekaar uit.”</i></p>
		<p>“I think the fact that I picked up no emotional closeness in my relationship with my father, that I didn’t feel safe or protected as a daughter should feel, led me to accept a physical relationship with my boyfriend, especially as this was what my boyfriend expected of me. I was not prepared to withhold it from him because I feared that doing so would only destroy the attention I was receiving</p>

		<p>from him as well as his emotional involvement in my life. Instead I was prepared to make the sacrifice by giving him what he wanted and in return to at least receive some contribution to satisfy my emotional needs”</p> <p><i>“ek dink die feit dat ek nie emosionele toenadering gehad het tot my pa nie, dat ek nie kon veilig voel en vol en beskerm voel soos ‘n dogter moet voelnie want dit het aangelei tot uiteindelik die fisiese verhouding te gehad het want dis wat hierdie outjie van my verwag het. En ek het gevoel ek gaan nie dit prys gee nie want dan gee ek ook sy aandag prys en sy emosionele betrokkenheid in my lewe prys so ek sou dit liever sacrifice en vir hom gee wat hy wil he en ten minste voldoen hy aan my emosionele behoefte.”</i></p>
	2.2 Struggling to trust other people	<p>“I think I longed for and desired to be able to simply and unconditionally accept people for what they did or said, for what they were, but in the back of my head there would always be the thought that this might not be sincere. I got filled with suspicion and started being very analytical with regard to what people said and how they said it - this is still the case even now. I won’t take it for granted that your conversation, even if it happens to be friendly, really is sincere or reflects what is going on inside your heart”</p>

		<p><i>“ek dink my verlange was om net mense onvoorwaardelik te kon vat vir wat hulle se en vir wat hulle is maar daar is altyd ‘n agterkop gedagte van dalk is hierdie nie sincere nie. Ek het agterdogtig geraak en ook baie analiteis oor wat mense se en hoe hulle dit se, selfs nou. Ek sal nie aanvaar as jy vriendelik is en jou gessprek met my klink opreg of dit regtig is wat in jou hart aangaan nie”</i></p>
		<p>“I have a problem with trusting people. I first have to walk a road with someone before I can say that a relationship of trust is developing. I do not readily accept a person’s word.”</p> <p><i>“ek sukkel om mense te vertrou, ek moet eers ‘n pad met hulle stap voor ek kan se daars ‘n vertrouensverhouding. Ek aanvaar nie sommer iemand se woord nie”</i></p>
		<p>“I think that is something that I learnt as time passed, not to trust other people. I was convinced that other people hurt you, that everything was aimed at me to hurt me. For this reason I prefer to shy away from any contact with other human beings”</p> <p><i>“ek dink dis iets wat ek aangeleer het, om niemand te vertrou nie, ek het maar net geleer mense maak jou seer... ek voel alles is teenoor my gemik, dis hoekom I shy away from any contact with humans”</i></p>

	2.3 Low self-esteem	<p>“I think it must have been related to a poor self-esteem - always those negative ideas and beliefs about yourself. You’re not good enough, you can’t do this or that. What is this person going to do or say, or that person?”</p> <p><i>“ek dink dit was seker maar ‘n swak selfbeeld, altyd net daai negatiewe gedagtes oor jouself, jys nie goed genoeg nie, en kan nie dit of dat doen nie en wat gaan die een dink of wat gaan daai een dink of se”</i></p> <p>“I never thought that I was okay or that I had done this or that well. I’m always lacking somewhere or somehow, I would think and feel. As soon as somebody acknowledges something I’ve done I start thinking there must be a mistake somewhere, the paperwork must have gone haywire”</p> <p><i>“ek kan nooit dink ok ek het ‘n goeie werk gedoen nie, dit voel vir my I’m always lacking somewhere. Dit voel elke keer as ek erkenning kry asof iemand iewers ‘n fout gemaak het, iemand se papierwerk het deurmekaar geraak”</i></p> <p>“Oh, oh - if I have to discuss my self-esteem we might remain busy for quite a while yet! I never thought much of myself, I always tried to look great in his eyes or in the eyes of other people, but I never thought I was up to much</p>
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		<p>or ‘passing the test’ or was worth something, or that I was capable of accomplishing much”</p> <p><i>“sjoe, as ek vir jou moet vertel van my selfbeeld kan ons ook nog ‘n ruk besig bly. Ek het nooit baie van myself gedink nie, ek het altyd probeer great lyk vir ander mense en vir hom maar ek het nooit veel gedink van myself nie, ek het nooit gedink ek is veel werd nie, ek het nooit gedink ek is tot veel in staat nie”</i></p>
	2.4 Does not portray true self because of repressed emotions	<p>“I think if people were to observe me from the outside they would have thought that I was a totally balanced and happy child. In true fact I was all but. That which I presented to the outside world was not at all the truth, not at all what I was feeling deep inside myself”</p> <p><i>“ek dink as iemand na my sou kyk van buite sou hulle dink ek is ‘n totale geballanseerde gelukkige kind. Maar ek was alles behalwe, dit wat ek weerspieel het was glad nie die waarheid nie, glad nie wat ek binne my gevoel het nie”</i></p> <p>“I would rather be something that I actually was not. My main motivation was to keep the peace and to please other people so that they would like me”</p> <p><i>“ek wou eerder wees wat ek nie is nie, net so lank ek din vrede kan bewaar en mense van my kan hou”</i></p> <p>“If you cry you’re a weakling, if you display emotions</p>

		<p>you're a weakling. If you dare show emotions to people in your life they are going to use you and misuse you. You must always come across as being strong"</p> <p><i>"as jy huil is jy swak, as jy emosie toon is jy swak, as jy emosi+e gaan toon vir mense in jou lewe dan gaan hulle jou gebruik of misbruik, jy moet altyd sterk oorkom"</i></p>
	<p>2.5 Seeking father's approval by doing things he likes</p>	<p>"I started watching cricket and rugby because that would appear to be an opportunity for bonding. Those were the things that we could do together, so what I did was to literally determine what my father regarded as important so that I could share his interests with him. It at least resulted in his talking to me from time to time"</p> <p><i>"ek het geleer rugby en krieket kyk want dit was ons bonding tyd, dit was die goed wat ons saam gedoen het so ek het letterlik gaan kyk wat is belangrik vir my pa en toe belang gestel. Toe ek begin belangstelling toon in iets waarvan hy hou het hy meer met my gepraat"</i></p> <p>"When I started playing cricket my father all of a sudden showed interest, not that I really enjoyed it, but because he showed interest I continued playing the sport"</p> <p><i>"Toe ek krieket begin speel toe skielik stel my pa belang, nie dat ek dit regtig geniet het nie maar omdat hy belang gestel het daarin."</i></p>

		<p>“We would go to a bar and drink a beer together and smoke a cigarette together and on this level there were some signs of association, almost as if he would allow me to be his friend”</p> <p><i>“ons sou na ‘n kroeg toe gaan en ‘n bier saam drink en ek sou saam met hom gerook het en ek sou op so ‘n vlak met hom geassosieer het en dit het amper gevoel asof hy toegelaat het dat ek sy vriendin geraak het”</i></p>
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