Examining the relationships between roles and status salience among military and civilian fathers post-divorce

by

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# Abstract

Since the early 1960s, most research about fathers has focused on the role that fathers have in parenting partnerships with two common roles being provider and disciplinarian. Today, research on fathers has expanded to include constructs such as father involvement, engagement, their identity, and their roles in the coparenting partnership. Using structural identity theory and data from 261 military and civilian participants who have experienced a divorce or separation, I examined the differences in the ways that military and civilian fathers perceived their father status and associated roles (authority figure, caregiver, financial provider, and teacher) after a divorce or separation. This study also examined the relationship between the salience of roles and statuses and other covariates such as coparenting quality behaviors and father involvement. Results indicate differences between military and civilian fathers on the basis of status salience and coparenting quality behaviors. For civilian fathers, their most salient roles were caregiver and teacher, whereas military fathers' most salient roles were authority figure and financial provider. Further, father involvement among military and civilian fathers was similar based on t-tests, but different in the regression models. Military affiliation and status salience were significant predictors of father involvement, as were physical custody and specific roles. As for coparenting quality behaviors, ethnicity, and legal and physical custody were significant predictors among all four role salience variables. Military affiliation was consistently negatively associated with coparenting behaviors and status salience was the strongest predictor variable among all four roles' salience models on the basis of coparenting quality behaviors. Findings can help divorce education program facilitators create programs that are more tailored to fathers' roles within their coparenting relationship. This study can also assist policymakers to create more programs dedicated to military fathers and their involvement and coparenting behaviors.

# Table of Contents

# List of Figures

# List of Tables

# Acknowledgements

# Dedication

This work is dedicated to my father. You have constantly gone against traditional norms when raising me and my siblings and you have shown me what it means to be a loving, dedicated parent. This thesis and all my work prior and forthcoming will be to better understand and empower families, specifically fathers. You always believed in me and my dreams, and this thesis and degree is a direct outcome of that love and support. I hope that I can live my life with the same passion, determination, and joy that you have. I love you.

# Chapter 1 - Introduction

Research on fathering has been a prominent aspect of family science since the early 1960's (Jeynes, 2016). During the early years of fathering research (from the 1960's to the 1980's), fathers were viewed as financial providers and disciplinarians and the context of study was typically the traditional nuclear family unit (Marsiglio, 2000). During the 1990's, the study of fathering evolved to explore aspects such as father roles, identity, culture, involvement, and well-being (Robbins et al., 2019). Today much of the literature surrounding fathers focuses on their involvement in childrearing and coparenting (Buckley & Schoppe-Sullivan, 2010). Much of the current research on father identity is done within the context of a marital relationship and has focused on the relationship between identity and father involvement (Troilo & Coleman, 2012). There has been research conducted with fathers who have experienced a divorce or separation, although it is limited. However, few studies have been conducted with fathers in special populations, such as the military (Willerton et al., 2011). A focus on identity in this complex context (following divorce and separation; military families) was thus a central focus of this study.

# Chapter 2 - Literature Review

## Theoretical Framework

Identity theory (Stryker, 1968) originated from the work of symbolic interactionism, expanding upon the notion of meaning making around societal roles and the "expectations associated with such statuses" (Adamsons & Pasley, 2013, p. 159). Identity theorists posit that meaning and importance of different identities are assigned by individuals, which are then expressed through role related behaviors (Adamsons & Pasley, 2013; Stryker 1980; Stryker & Burke, 2000). Further, an individual's identity is created when an individual's behavior is guided by their status and roles (Adamsons & Pasley, 2013). A status is a position an individual takes or holds based on their environment and social surroundings (Pasley et al., 2014). For a father, this process involves acquiring the status of "father" upon the birth of a child (or alternatively through adoption, step-family formation, etc.). Based on that status, the individual takes inventory of the social roles that accompany that status. Within identity theory, a role can be described as a societal expectation placed on an individual and it often produces behaviors associated with a particular status (Stryker, 1987). Common roles associated with the father status involve caregiver, financial provider, protector, teacher, and more (Pasley et al., 2002). Through the relative organization of these social roles, the individual establishes their personal identity as a father (Stryker & Serpe, 1994).

Organization of roles can take many forms; in this study, the formation of an identity hierarchy arranged by salience of each role to a father's status was considered. Identity salience can be defined as the likelihood that a specific identity will be enacted in a particular situation (Stryker, 1968). An individual can have multiple statuses, each with related identity structures,

with the arrangement of statuses and associated roles ranked relative to each other on the basis of their salience (Adamsons & Pasley, 2013). Roles and statuses are the foundation of an identity, meaning that an individual must identify particular statuses, engage in roles associated with those statuses, and from that interaction, form an identity (Stryker & Serpe, 1994). This is a foundational element to any status being its juxtaposition to related counterparts, like mother and father or parent and child (Burke & Tully, 1977). These counterparts can be considered counteridentities and can be thought of as the identities related to a specific role that an individual did not choose to take on, meaning that a counter identity or counterpart, must take on that role (Adamsons, 2010). Roles can change over time due to outside feedback an individual may receive, and the feedback is either in line or not with what the individual perceives as appropriate for that role and that person can choose to either ignore or incorporate that feedback (Adamsons & Pasley, 2013). The roles of parent and spouse are often thought of as conjoined because they often occur during similar stages of the life course and the meanings that have been ascribed to them at the individual, familial, and societal level are often similar (Burke & Tully, 1977).

Identity further situates itself relative to a given role, understood as "the shared social meanings that persons attribute to themselves in a role," (Burke & Reitzes, 1991, p. 242). Identities are intricate entities that one can maintain, change, and confirm. Typically, this is done through engaging in different environments, settings, and with different people to either accept or reject the associated behaviors and roles. It is only after evaluating the status and enacting roles affiliated with that status that an identity can be created. Commitment to an identity allows an individual to connect to the social structure, which then helps the individual connect to society (Burke & Reitzes, 1991). It occurs when individuals want to maintain a level of congruency

3

among their identity and how others see them enacting their statuses and roles (Burke & Reitzes, 1991). Further, commitment can also be the number of social relationships tied to a particular identity, or that would be foregone should the identity not be enacted when given viable alternatives (Serpe, 1987). The intensity or depth of the relationships one is enacting could also serve as an indicator of commitment, such as the amount of dedication and time given to a particular identity. In addition, commitment is related to the frequency of certain role performances (Burke & Reitzes, 1991). For example, within the father identity, commitment could be seen as the frequency of interactions one has with their former coparents or children (father involvement).

## Father Involvement & Coparenting

A father's involvement in the lives of their children is one such way in which the importance of identity can manifest. Examples of ways fathers can be involved in their children's lives include spending quality time with them through engaging in activities like play, providing them with love and support, providing teachable moments, and serving as a disciplinarian (Pleck, 2012). Father interaction and engagement are often used interchangeably and can be conceptualized as the amount of time a father spends in direct contact with a child (Lamb, 2000). However, this study focused specifically on father involvement, which often includes quality time spent with children, but can also focus on warm and responsive care and control within the parent-child relationship (Pleck, 2010). Father involvement often does not take into consideration the daily responsibilities of fathering such as monitoring children and attending to basic needs (Pleck, 2012). The basis of positive father involvement includes fathers who are accessible, engaged, and hold responsibility for their role as a father (Wilson & Prior, 2011). There are many influences on father involvement and one of them is parenting roles and the

position of being a parent (Adamsons & Pasley, 2016). Despite an expansive literature surrounding marital fathering, including childrearing and decision making, there have been fewer studies conducted about the father's own perspective regarding their role as a father post-divorce (Olmstead et al., 2009). The steps to creating an identity as a father can be seen through the frequency of enacting typical father roles and levels of involvement with children, which can also influence the level of commitment one has to the role (Pasley et al., 2002).

Father involvement is directly tied to the role fathers play in their parenting partnership (Lamb, 2000), regardless of the structural characteristics of that partnership (e.g., divorced, married, never married). The parenting partnership that Lamb (2000) mentions is often referred to as a coparental relationship, where the goals of both fathers and mothers are to provide parenting support to one another, nurture the shared children, and provide moral guidance to children. Positive coparenting relationships often include effective communication, positive management of conflict, and overall support for the other coparent (Jamison et al., 2014). The nature and quality of the coparenting relationship has direct implications on the welfare of children across structural family contexts. Children's social, physical, and emotional development is enhanced when coparents have a positive coparenting relationship (Buckley & Schoppe-Sullivan, 2010). Further, research indicates that there is a relationship between positive coparenting behaviors and increased father involvement (Waller, 2012), suggesting that having a strong coparental relationship may be an important social factor to the enacting of a fathering role, consistent with the theoretical construct of commitment.

## Fathering in the Context of Divorce

Although all fathers experience the transition to fatherhood, which includes the process of discovering what it means to be a father and involves the development of a newfound identity

as a father, solidifying fathering roles, and either committing to or rejecting their new roles (Pasley et al., 2014), this is far from the only transition that many will experience. Divorce and separation is a common occurrence in the U.S. with a national divorce rate of 14.9 divorces per every 1,000 people (Allred & Schweizer, 2020). For many adults, post-divorce or separation adjustment can be challenging with research indicating divorced adults typically experience elevated depression and lower life satisfaction (Hewitt et al., 2012). For parents, this strain is exacerbated as they are required to separate from their spousal role but maintain a changing and more complex parental role.

Through times of family transition, such as during the process of divorce, fathers' relationships and commitment to different parenting roles are likely to change (Palkovitz & Palm, 2009). These changes can be attributed to a variety of factors, such as legal disputes including negotiations of child support and custody determination, as well as the emotional toll of the dissolution of the relationship (DeGarmo, 2010). Despite the challenges that accompany fathering in the context of divorce, recent research suggests that more now than before, fathers are continuing to increase their involvement and engagement with their children post-divorce or separation (DeGarmo, 2010). Fathers are often more engaged and involved in their children's lives when they feel as if it is a salient part of their identity (DeGarmo, 2010). Divorce necessitates a period of transition where former spouses often find themselves trying to reconfigure their roles and family dynamics (Emery, 2012). Along with these transitions, coparents still have to work together to ensure that a positive and cooperative coparenting relationship is present

Coparenting is the way in which parents interact and coordinate the parenting of their offspring. This process is interactive and cooperative and positive coparenting is important for

the well-being of any children involved (Feinberg et al., 2007). The ability to successfully

coparent becomes more necessary when a divorce or separation occurs (Grych, 2005). For many

fathers, there is a period of uncertainty with identity development, change, or sustainment post-

divorce due to a change in life circumstances (Troilo & Coleman, 2012).

## Fathering in the Context of Military Life

Along with life-altering experiences, such as divorce, the environment or culture in which

a person is positioned can influence their identity as a father. One such example lies with fathers

who serve in the military. As of 2018, there were 3.5 million military service members (active

duty and reserve) in the United States (Department of Defense, 2018). Over 50% of those service

members have children and 21.7% of them have experienced a divorce, separation, or were never

married (Department of Defense, 2018). Military culture is characterized by an intricate and

hierarchal structure, a strong culture that is rooted in values, meanings, norms, and symbols, and

integrative when it comes to the boundaries of its members (Redmond et al., 2015). Further, the

military requires a great amount of dedication from its members, more so than other careers.

Each branch of the military (Marines, Navy, Army, Coast Guard, and Air Force) has their own

unique set of rules and morals that they expect their service members to directly follow and if the

service members have families, then the families are indirectly expected to uphold the same rules

and values (Blaisure et al., 2012).

A common aspect of military life is deployment. Deployments can vary in range but

require the military service member to leave their residential area and perform a job or mission in

another area. Typically, the spouses, partners, and children of service members are not allowed

to travel with them to the deployment destination, meaning that a familial separation is likely to

occur; this is reflective of the unique strains put on military families, which often result in the

enmeshment of work and personal life (Meyer, 2016). Father absence due to deployment is known to negatively affect the marital relationship, including the well-being of the mother, the connectivity in parent-child relationships, and child adjustment both at home and in school (Willerton et al., 2011). Further, military fathers face difficulty in the reconfiguration of roles either during or post-deployment and during civilian reintegration (Karre et al., 2018), underscoring the importance of research focused on the intersection of identity and involvement amongst this population. However, minimal research about this connection has been undertaken. Many studies focus on the individual's "soldier" status, which is Army specific (Robillard, 2017), identity fusion (deep-rooted sense of connectedness between the self and a group), specifically in regard to veterans (Hart & Lancaster, 2019), the transition from military to civilian life and the effects of culture on identity (Cooper et al., 2018), and variation in identity across racial groups (Ender et al., 2015). There is a lack of literature examining these differences among racial groups, even though these differences are important to further understanding fathers and their identity development.

Despite the large portion of the military population that includes fathers, few studies have specifically focused on fathers' identity within the context of military life (Karre et al., 2019). Because of their unique circumstances and consistently changing routines, many military fathers have trouble solidifying a fathering identity separate from their work responsibilities (Willerton et al., 2011). Further, to the best of this researcher's knowledge, there has not been a study that has examined father roles and identity among both military and civilian fathers who have experienced a divorce or separation. With each given transition, identity has the potential to shift. For a father in the military, this shifting happens perpetually, every time they are deployed, receive a new assignment, or have changing employment responsibilities (Karre et al., 2018;

Willerton et al., 2011). Coupled with relational transition (i.e., divorce or separation), this only allows for the potential of further exasperation of effects.
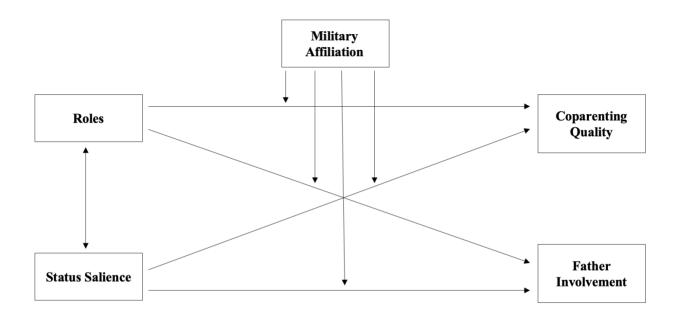
## Current Study

The goal of this study is to identify any existing differences among the ways that civilian and military fathers perceive their father status and associated roles after a divorce or separation. Further, this study also intends to examine the relationship between the salience of those statuses and roles and a number of key outcomes, including father involvement and the quality of the coparenting relationship. A visualization of these research questions can be found in the conceptual model below (Figure 1).

### *Research Questions*

**RQ1:** Does a relationship exist between the role salience dimensions of teacher, authority figure, financial provider, and caregiver and the status salience dimensions of identity for fathers?

**RQ2:** Do fathering roles (teacher, authority figure, financial provider, and caregiver) and status salience vary as a function of military affiliation?

**RQ3:** How does the relationship between father roles and status salience effect coparenting quality behaviors and father involvement, and does this relationship vary as a function of military affiliation?

Military
Affiliation

Roles

Coparenting
Quality

Status Salience

Father
Involvement

**Roles:** Authority Figure, Caregiver, Financial Provider, and Teacher.
**Status Salience**: Identity as a father (Father Role Salience).
**Moderating Variable:** Military Affiliation
**Coparenting Quality:** Conflict and support (MCSDR)
**Father involvement:** Inventory of Father Involvement

**Figure 1.** Conceptual Model

# Chapter 3 - Methods

## Sample

The sample consisted of 261 participants who met the following inclusion criteria: (a) identified as a father, (b) had at least one minor child with a former partner with whom they are not in a romantic relationship, (c) experienced a divorce/separation or other legal interaction involving the shared minor child within the prior two years, (d) and were between the ages of 18- and 65-years-old. The criteria for military affiliation included participants who they themselves were directly military affiliated or both they and their former partner were military affiliated. Participants who disclosed that only their former partner was military affiliated were excluded from the study. Participants were recruited using the online data collection tool Amazon Mechanical Turk (MTurk) as part of the Co-Parenting Across Households study. Average age of study participants was 32.28 years old ($SD = 6.52$), and ages ranged from 21- to 58-years-old. The sample predominantly identified as White (68.2%); 19.5% as Black/African American, 7.3% as Hispanic or Latino, 4.2% as Asian, 2.3% as American Indian or Alaskan native, and .4% as some other racial/ethnic background. The sample was highly educated, relative to the general population, with 54.8% of the sample having at least a 4-year college degree. Regarding employment, 67% of the sample were employed full time, while 19.2% were unemployed, 6.9% worked part time, 2.3% had multiple jobs, 4.6% were self-employed, and 3.8% indicated student status. From this sample, 55.9% of participants were married at the time of the survey, 24.9% were divorced, 3.4% were separated, and 15.7% were single.

The average age of the target child was 5.94 years of age (SD = 3.96). When looking at custody, 50.8% of participants indicated that they had shared legal custody of their children, followed by primary legal custody (39.2%) and other parent had primary legal custody (9.6%).

Further, 47.5% of participants indicated primary physical custody, 29.1% indicated shared physical custody, and 23.4% indicated that their child's other parent had primary physical custody. Regarding child support, 56.3% of participants were court ordered to pay child support, 26.4% indicated that neither they nor their former partner were ordered to pay child support, and 17.2% indicated that their child's other parent was ordered to pay child support. When asked about military affiliation, 14.6% indicated that both they and their former spouse were military affiliated, 24.9% indicated that they were the only one with military affiliation, and 60.5% of the sample indicated that they were not military affiliated (civilian). Out of the 39.5% of the sample that were military affiliated, 73.5% were active duty, 10.8% were in the reserves, 13.7% were retired, and 2% indicated other. Concerning the division of military branches, 48.5% were Army, 12.9% were Navy, 9.9% were Air Force, 11.89% were Marines, 7.9% were Coast Guard, and 8.9% were affiliated with more than one military branch.

## Measures

### Father Status Salience

Fathers reported on their likelihood of enacting or avoiding the roles that align with being a father using the 10-item Father Role Salience scale (Bruce & Fox, 1999). Items were measured using a three-point Likert scale: (1) *not true*, (2) *somewhat true*, and (3) *very true*. Sample items include "I like being known as a mother/father" and "Being a father has changed me a lot." The measure demonstrated adequate internal reliability ($\alpha$ = .76, $M$ = 2.25, $SD$ = 4.07).

### Father Involvement

Father involvement is measured using four subscales of the Inventory of Father Involvement ($\alpha$ = .95, M = 5.36, $SD$ = 0.99; Hawkins et al., 2002). Participants were instructed to think of their experience as a father over the last year and then were asked to rate how well

they believe they performed each of the items listed. The first subscale, *discipline and teaching* ($\alpha$=.85)*,* consists of six items. Sample items from this subscale include "teaching your children to be responsible for what they do" and "encouraging your children to do their chores." The second subscale is *providing* ($\alpha$ = .77)*,* which has two items. The items are "providing your children's basic needs," and "accepting responsibility for the financial support of the children you have fathered." *Time and talking together* ($\alpha$ = .88) is the third subscale and it has eight items. Sample items from this subscale include "spending time just talking to your children when they want to talk about something" and "talking to your children about what's going on in their lives." *Praise and affection* ($\alpha$ = .83) is the final subscale used; it has a total of four items, and two sample items are "praising your children for something they have done well" and "showing physical affection to your children (touching, hugging, and kissing)." In total, this scale consists of 20 items and is measured using a 7-point Likert scale from (0) *very poor* to (6) *excellent*. The Inventory of Father Involvement scale captures a multidimensional concept of father involvement and measures direct and indirect cognitive and behavioral aspects of father involvement. This measure was chosen for its depth of examining dimensions of father involvement, instead of surface level behaviors.

### Role Salience

Roles are a central focus in this study and therefore will be measured using the Role Salience scale by Serpe (1987). This assessment has been consistently used in the identity literature, but the range of potential fathering roles was drawn from the work of Ihinger-Tallman and colleagues (1993). This scale provides four options of typical roles that parents identify like *teacher*, *caregiver*, *financial provider*, and *authority figure*. Participants were provided the following preface "As a parent, I see myself as…," and then were asked to choose which role

they identified with more among the following groupings "*caregiver* and *financial provider, financial provider* and *teacher,*" etc. For this scale, participants are required to choose between four roles through a series of comparison questions, which forced the participant to choose which role (e.g., financial provider or teacher) they feel is more important to them as a father. By having participants choose a hierarchy of roles, the participants are indicating which roles they view as most salient to them. For example, if the participant scores a 3, their most salient role is teacher. The participants have an option to rank each role salience variable on a scale of 0 to 3, 0 being lowest salience role and 3 would be highest salience role.

## *Coparenting Quality*

To measure aspects of co-parenting, the Multidimensional Co-Parenting Scale for Dissolved Relationships (MCSDR; Ferraro et al., 2018) was used. Aspects of coparental conflict and support are measured using the MCSDR ($\alpha$ = .92, M = 3.73, SD = 0.93). The MCSDR provides statements regarding various aspects of coparenting and asks participants to identify how often the statements describe their interactions or relationship with their coparent/child's other parent. This measure is meant to be used with participants who have a minor child. Coparental conflict was measured using three subscales from the MCSDR: *overt conflict* ($\alpha$ = .91), *internally regulated covert conflict* ($\alpha$ = .89), and *externally regulated covert conflict* ($\alpha$ = .87). Support was measured using the subscale of *support* ($\alpha$ = .83). This subscale has a total of 6 items. The MCSDR is a 22-item scale and is measured using a 6-point Likert scale ranging from (1) *never* to (6) *always.* The entire scale will be used to measure coparenting behaviors as a single indicator. Sample items from this scale include "we have similar goals and expectations for our child" and "when we argue, our child takes sides." All scales used can be found in Appendix A.

**Analysis Plan**

SPSS 26 will be used for all analyses. First, normality of data will be assessed using descriptive statistics. Bivariate correlations will be examined for all variables of interest. Then, a series of independent sample t-tests will be used to assess where differences exist on indicators of role salience, father status salience, father involvement, and coparenting behaviors based on military status. Finally, a series of hierarchal linear regressions will be used to examine the relationships between father role salience and status salience on coparenting behaviors and father involvement.

# Chapter 4 - Results

## Preliminary Results

Tests of normality revealed that education was negatively skewed (-3.68) and positively kurtotic (11.62). Employment was also negatively skewed (-2.42). All other variables of interest were within normal limits. Bivariate correlations were examined for all variables of interest. Considering the nature of the research questions posed, correlations were examined as split cases between military affiliated fathers and non-military affiliated (civilian) fathers (see Table 1). For military affiliated fathers, status salience was positively correlated with coparenting quality behaviors ($r = .41$, $p < .001$). Father involvement was negatively correlated with coparenting quality behaviors ($r = -.47$, $p < .001$). The role salience variable of authority figure was negatively correlated with the role salience variable of caregiver ($r = -.61$, $p < .001$) and the role salience variable of teacher ($r = -.43$, $p < .001$). The role salience variable of caregiver was negatively correlated with the role salience variable of financial provider ($r = -.59$, $p < .001$). Finally, the role salience variable of financial provider was negatively correlated with the role salience variable of teacher ($r = -.59$, $p < .001$).

For civilian fathers, status salience was positively correlated with father involvement ($r = .62$, $p < .001$), coparenting quality behaviors ($r = .56$, $p < .01$), and the role salience variable of teacher ($r = .23$, $p < .01$). Status salience was negatively correlated with the role salience variable of authority figure ($r = -.28$, $p < .001$). Father involvement was positively correlated with coparenting quality behaviors ($r = .35$, $p < .001$) and the role salience variable of teacher ($r = .23$, $p < .01$). Father involvement was negatively correlated with the role salience variable of authority figure ($r = -.23$, $p < .01$). Coparenting quality behaviors were negatively correlated with the role salience variable of authority figure ($r = -.21$, $p < .05$) and positively correlated

with the role salience variable of teacher ($r = .16$, $p < .05$). The role salience variable of authority figure was negatively correlated with the role salience variables of caregiver ($r = -.38$, $p < .001$), financial provider ($r = -.18$, $p < .05$), and teacher ($r = -.47$, $p < .001$). The role salience variable of caregiver was negatively correlated with the role salience variable of financial provider ($r = -.50$, $p < .001$). Finally, the role salience variable of financial provider was negatively correlated with the role salience variable of teacher ($r = -.30$, $p < .001$).

Table 1. Military Affiliated Correlation

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. FRSS | -- |  |  |  |  |  |  |
| 2. IFI | -.09 | -- |  |  |  |  |  |
| 3. MCSDR | .41*** | -.47*** | -- |  |  |  |  |
| 4. RS - AF | .08 | .10 | -.14 | -- |  |  |  |
| 5. RS - CG | -.02 | -.12 | .16 | -.61*** | -- |  |  |
| 6. RS - FP | .02 | .18 | -.16 | .21* | -.59*** | -- |  |
| 7. RS - Teacher | -.10 | -.15 | .09 | -.43*** | .03 | -.59*** | -- |

*Note: RS = Role Salience; AF =Authority Figure; CG =Caregiver; FP = Financial Provider;*
*\*p < .05. \*\*p < .01. \*\*\*p < .001.*

Table 2. Civilian Correlations

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. FRSS | -- |  |  |  |  |  |  |
| 2. IFI | .62*** | -- |  |  |  |  |  |
| 3. MCSDR | .56** | .35*** | -- |  |  |  |  |
| 4. RS - AF | -.28*** | -.23** | -.21* | -- |  |  |  |
| 5. RS - CG | -.02 | .10 | .05 | -.38*** | -- |  |  |
| 6. RS - FP | .06 | -.08 | -.00 | -.18* | -.50*** | -- |  |
| 7. RS - Teacher | .23** | .23** | .16* | -.47*** | -.15 | -.30*** | -- |

*Note: RS = Role Salience; AF =Authority Figure; CG =Caregiver; FP = Financial Provider;*
*\*p < .05. \*\*p < .01. \*\*\*p < .001.*

## Independent T-tests

Independent sample t-tests were used to examine differences in role salience, father status salience, father involvement, and coparenting behaviors on the basis of military affiliation. Results indicated that civilian fathers ($t(239) = 8.92$, $p < .001$, $M = 4.04$, $SD = 0.97$) demonstrate higher quality coparenting behaviors than military-affiliated fathers ($M = 3.10$, $SD = 0.40$).

Civilian fathers ($t(240) = -.04$, $p < .001$, $M = 5.36$, $SD = 1.12$) and military fathers demonstrate similar levels of father involvement ($M = 5.37$, $SD = 0.76$). Civilian fathers ($t(250) = 9.69$, $p < .001$, $M = 2.42$, $SD = 0.40$) indicated higher levels of father salience compared to the military fathers within this sample ($M = 1.98$, $SD = 0.24$). Finally, when examining indicators of role salience on the basis of military affiliation, the role of caregiver was the only role that was significant on the basis of military affiliation ($t(253) = 3.24$, $p < .01$). The other roles of financial provider ($t(254) = -1.54$, $p > .05$), teacher ($t(253) = 2.17$, $p > .05$), and authority figure ($t(253) = -3.85$, $p > .05$) did not show significant changes among the means on the basis of military affiliation. However, the mean scores indicated higher role salience among military fathers compared to civilian fathers on the indicators of authority figure (Military fathers, $M = 1.60$, $SD = 0.86$; Civilian fathers, $M = 1.13$, $SD = 0.98$) and financial provider (Military fathers, $M = 1.53$, $SD = 1.04$; Civilian fathers, $M = 1.34$, $SD = 0.96$). Whereas, among civilian fathers the roles of caregiver (Civilian fathers, $M = 1.82$, $SD = 0.98$; Military fathers, $M = 1.40$, $SD = 1.13$) and teacher (Civilian fathers, $M = 1.73$, $SD = 0.90$; Military fathers, $M = 1.50$, $SD = 0.95$) were more salient based on their mean scores.

## Hierarchal Linear Regression

A set of eight hierarchal linear regressions were used to test the relationships between father role salience and status salience on coparenting behaviors and father involvement. Four regressions were conducted for each outcome of interest: coparenting quality behaviors and father involvement (see tables 3-6). Each of these regressions tested for interaction effects on the basis of role salience, status salience, and military affiliation, with the regressions organized on the basis of the respective roles tested. Each regression included five steps. In the first step, the dichotomized control variables were added, which include ethnicity, employment, education,

18

legal, and physical custody. Military affiliation was added in step 3. For step 3, one of the four father role salience indicators (authority figure, caregiver, financial provider, and teacher) was added to the regression. In step 4 the variable of status salience was added to the regression model. Finally, step 5 included adding the interaction variables of (a) military affiliation and status salience, (b) the role salience indicator that was being used in that particular regression (authority figure, caregiver, financial provider, and teacher) and status salience, and (c) military affiliation and the role salience indicator that was being used in that particular regression.

*Father Involvement*

For the regressions that examined father role salience and status salience on the basis of father involvement, there were no significant results in steps 1-3 for all four role salience indicators. For each regression model that was run, the predictor variables explained the following in the change in variance of father involvement, step 1: authority figure ($R^2 = .03$, $F(5,220) = 1.40$), caregiver ($R^2 = .03$, $F(5,220) = 1.40$), financial provider ($R^2 = .03$, $F(5,221) = 1.43$), and teacher ($R^2 = .03$, $F(5,220) = 1.50$). Step 2: authority figure ($R^2 = .03$, $F(1,219) = .40$), caregiver ($R^2 = .03$, $F(1,219) = 0.51$). financial provider ($R^2 = .03$, $F(1,220) = 0.45$), and teacher ($R^2 = .04$, $F(1,219) = 0.53$). Finally, the variance explained for step 3 is the following for each of the four role salience indicators: authority figure ($R^2 = .05$, $F(1,218) = 2.90$); caregiver ($R^2 = .03$, $F(1,218) = 0.19$); financial provider ($R^2 = .04$, $F(1,219) = 0.38$), and teacher ($R^2 = .05$, $F(1,218) = 2.37$). In step 4, military affiliation (authority figure: $\beta = .25$, $p < .01$; caregiver: $\beta = .25$, $p < .01$; financial provider: $\beta = .25$, $p < .01$; and teacher: $\beta = .27$, $p < .01$) and status salience (authority figure: $\beta = .60$, $p < .001$; caregiver: $\beta = .61$, $p < .001$; financial provider: $\beta = .61$, $p < .001$; and teacher: $\beta = .60$, $p < .001$) were significant among all four regression models. For step 4, the variance for each of the four regressions is as follows: authority figure ($R^2 = .27$, $F(1,217)$

= 66.65), caregiver ($R^2 = .27$, $F(1,217) = 71.60$), financial provider ($R^2 = .27$, $F(1,218) = 70.90$), and teacher ($R^2 = .28$, $F(1,217) = 66.61$).

In step 5, physical custody was significant for the roles of authority figure ($\beta = .17$, $p < .05$) and caregiver ($\beta = .15$, $p < .05$). For all four roles, status salience (authority figure: $\beta = .74$, $p < .001$; caregiver: $\beta = .76$, $p < .001$; financial provider: $\beta = .73$, $p < .001$; and teacher: $\beta = .73$, $p < .001$) and military affiliation (authority figure: $\beta = .42$, $p < .001$; caregiver: $\beta = .41$, $p < .001$; financial provider: $\beta = .37$, $p < .001$; and teacher: $\beta = .41$, $p < .001$) were significant predictors in the models. Finally, for the roles of authority figure and caregiver, the interaction of military affiliation and role salience was significant (authority figure: $\beta = -.18$, $p < .05$ and caregiver: $\beta = .18$, $p < .05$). Which indicates that if a father is in the military and they view their position as a father as salient, they will be more highly involvement. For step 5, the variance for each of the four regressions is as follows: authority figure ($R^2 = .36$, $F(3,214) = 9.40$), caregiver ($R^2 = .36$, $F(3,214) = 9.27$), financial provider ($R^2 = .36$, $F(3,215) = 9.60$), and teacher ($R^2 = .36$, $F(3,214) = 9.10$).

Table 3. Authority Figure Regression

| Variable | Father Involvement | | | Coparenting | | |
|---|---|---|---|---|---|---|
| | *B* | *SE B* | *β* | *B* | *SE B* | *β* |
| Step 1 | | | | | | |
|    Ethnicity | -.15 | .14 | -.07 | .24 | .11 | .12* |
|    Employment | .18 | .20 | .06 | .01 | .16 | .00 |
|    Education | .36 | .29 | .09 | .03 | .24 | .01 |
|    Legal Custody | .30 | .17 | .15 | .71 | .13 | .39*** |
|    Physical Custody | .09 | .16 | .05 | -.27 | .13 | -.15* |
|    $R^2$ | .03 | | | .27 | | |
| Step 2 | | | | | | |
|    Ethnicity | -.13 | .15 | -.06 | .12 | .11 | .06 |
|    Employment | .20 | .21 | .07 | -.09 | .16 | -.03 |
|    Education | .35 | .29 | .08 | .10 | .23 | .03 |
|    Legal Custody | .34 | .18 | .17 | .50 | .14 | .27*** |
|    Physical Custody | .07 | .17 | .04 | -.20 | .13 | -.11 |
|    Military Affiliation | .11 | .17 | .05 | -.52 | .13 | -.28*** |
|    $\Delta R^2$ | .00 | | | .05 | | |
| Step 3 | | | | | | |
|    Ethnicity | -.15 | .15 | -.07 | .10 | .11 | .05 |
|    Employment | .17 | .20 | .06 | -.14 | .15 | -.05 |
|    Education | .29 | .29 | .07 | -.01 | .23 | .00 |
|    Legal Custody | .33 | .18 | .16 | .49 | .13 | .27*** |
|    Physical Custody | .07 | .17 | .03 | -.20 | .12 | -.11 |
|    Military Affiliation | .16 | .17 | .08 | -.44 | .13 | -.23** |
|    Role Salience | -.12 | .07 | -.12 | -.18 | .05 | -.19** |
|    $\Delta R^2$ | .01 | | | .03 | | |
| Step 4 | | | | | | |
|    Ethnicity | -.18 | .13 | -.08 | .06 | .10 | .03 |
|    Employment | .21 | .18 | .07 | -.11 | .14 | -.04 |
|    Education | .40 | .25 | .10 | .05 | .20 | .01 |
|    Legal Custody | .09 | .16 | .04 | .33 | .12 | .18** |
|    Physical Custody | .29 | .15 | .15 | -.05 | .11 | -.03 |
|    Military Affiliation | .51 | .16 | .25** | -.17 | .12 | -.09 |
|    Role Salience | -.02 | .07 | -.02 | -.10 | .05 | -.11* |
|    Status Salience | 1.47 | .18 | .60*** | 1.05 | .14 | .48*** |
|    $\Delta R^2$ | .22 | | | .14 | | |
| Step 5 | | | | | | |
|    Ethnicity | -.07 | .13 | -.03 | .07 | .10 | .03 |
|    Employment | .25 | .17 | .08 | -.11 | .14 | -.04 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Education | .31 | .24 | .07 | .06 | .20 | .02 |
| Legal Custody | .15 | .15 | .08 | .30 | .12 | .17* |
| Physical Custody | .33 | .14 | .17* | -.05 | .11 | -.03 |
| Military Affiliation | .20 | .18 | .01 | -.24 | .14 | -.13 |
| Role Salience | -.08 | .08 | -.08 | -.06 | .07 | -.06 |
| Status Salience | 1.80 | .19 | .74*** | 1.12 | .15 | .51*** |
| Military Affiliation & Status Salience Interaction | 2.22 | .44 | .42*** | .38 | .35 | .08 |
| Role Salience & Status Salience Interaction | .19 | .17 | .07 | -.22 | .14 | -.09 |
| Military Affiliation & Role Salience Interaction | -.34 | .15 | -.18* | .09 | .12 | .06 |
| $\Delta R^2$ | .09 | | | .01 | | |

*Note:* $p < .05$. **$p < .01$. ***$p < .001$.

Table 4. Caregiver Regression

| Variable | Father Involvement | | | Coparenting | | |
|---|---|---|---|---|---|---|
| | *B* | *SE B* | *β* | *B* | *SE B* | *β* |
| **Step 1** | | | | | | |
| Ethnicity | -.15 | .14 | -.07 | .23 | .11 | .12* |
| Employment | .18 | .20 | .06 | .01 | .16 | .00 |
| Education | .36 | .29 | .09 | .03 | .24 | .01 |
| Legal Custody | .30 | .17 | .15 | .72 | .13 | .40*** |
| Physical Custody | .08 | .16 | .04 | -.27 | .13 | -.15* |
| $R^2$ | .03 | | | .27 | | |
| **Step 2** | | | | | | |
| Ethnicity | -.13 | .15 | -.06 | .12 | .11 | .06 |
| Employment | .20 | .21 | .07 | -.09 | .16 | -.03 |
| Education | .35 | .29 | .08 | .10 | .23 | .03 |
| Legal Custody | .34 | .18 | .17 | .49 | .14 | .27*** |
| Physical Custody | .06 | .17 | .03 | -.19 | .13 | -.11 |
| Military Affiliation | .12 | .17 | .06 | -.53 | .13 | -.28*** |
| $\Delta R^2$ | .00 | | | .05 | | |
| **Step 3** | | | | | | |
| Ethnicity | -.12 | .15 | -.06 | .11 | .11 | .06 |
| Employment | .20 | .21 | .07 | -.10 | .16 | -.04 |
| Education | .36 | .29 | .09 | .06 | .23 | .02 |
| Legal Custody | .35 | .18 | .18 | .48 | .14 | .27** |
| Physical Custody | .07 | .17 | .03 | -.20 | .13 | -0.11 |
| Military Affiliation | .11 | .18 | .05 | -.49 | .13 | -.26*** |
| Role Salience | -.03 | .07 | -.03 | .06 | .05 | .08 |
| $\Delta R^2$ | .00 | | | .01 | | |
| **Step 4** | | | | | | |
| Ethnicity | -.18 | .13 | -.08 | .05 | .10 | .03 |
| Employment | .22 | .18 | .07 | -.10 | .14 | -.04 |
| Education | .42 | .25 | .10 | .06 | .20 | .02 |
| Legal Custody | .10 | .16 | .05 | .31 | .12 | .17* |
| Physical Custody | .29 | .15 | .14 | -.05 | .11 | -.03 |
| Military Affiliation | .51 | .16 | .25** | -.17 | .12 | -.09 |
| Role Salience | -.02 | .06 | -.02 | .08 | .04 | .09 |
| Status Salience | 1.49 | .18 | .61*** | 1.12 | .13 | .50*** |
| $\Delta R^2$ | .24 | | | .16 | | |
| **Step 5** | | | | | | |
| Ethnicity | -.07 | .12 | -.03 | .08 | .10 | .04 |
| Employment | .22 | .17 | .07 | -.12 | .14 | -.04 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Education | .34 | .24 | .08 | .05 | .20 | .01 |
| Legal Custody | .15 | .15 | .07 | .29 | .12 | .16* |
| Physical Custody | .30 | .14 | .15* | -.05 | .11 | -.03 |
| Military Affiliation | .14 | .17 | .07 | -.28 | .14 | -.15* |
| Role Salience | .09 | .08 | .10 | .07 | .06 | .09 |
| Status Salience | 1.86 | .19 | .76*** | 1.17 | .15 | .53*** |
| Military Affiliation & Status Salience Interaction | 2.14 | .44 | .41*** | .48 | .36 | .10 |
| Role Salience & Status Salience Interaction | -.09 | .17 | -.04 | .15 | .14 | .07 |
| Military Affiliation & Role Salience Interaction | .25 | .13 | .18* | -.02 | .10 | -.02 |
| $\Delta R^2$ | .08 | | | .01 | | |

*Note: p < .05.  **p < .01.  ***p <.001.*

Table 5. Financial Provider Regression

| Variable | Father Involvement | | | Coparenting | | |
|---|---|---|---|---|---|---|
| | B | SE B | β | B | SE B | β |
| Step 1 | | | | | | |
| Ethnicity | -.14 | .14 | -.07 | .23 | .11 | .12* |
| Employment | .21 | .21 | .07 | .00 | .16 | .00 |
| Education | .35 | .29 | .08 | .03 | .24 | .01 |
| Legal Custody | .29 | .17 | .15 | .72 | .13 | .40*** |
| Physical Custody | .08 | .16 | .04 | -.26 | .13 | -.15* |
| $R^2$ | .03 | | | .27 | | |
| Step 2 | | | | | | |
| Ethnicity | -.11 | .15 | -.05 | .12 | .11 | .06 |
| Employment | .23 | .21 | .08 | -.10 | .16 | -.03 |
| Education | .34 | .29 | .08 | .10 | .23 | .03 |
| Legal Custody | .34 | .18 | .17 | .50 | .14 | .28*** |
| Physical Custody | .06 | .17 | .03 | -.19 | .13 | -.11 |
| Military Affiliation | .11 | .17 | .06 | -.52 | .13 | -.28*** |
| $\Delta R^2$ | .00 | | | .05 | | |
| Step 3 | | | | | | |
| Ethnicity | -.12 | .15 | -.06 | .12 | .12 | .06 |
| Employment | .23 | .21 | .08 | -.09 | .16 | -.03 |
| Education | .36 | .29 | .08 | .10 | .23 | .03 |
| Legal Custody | .34 | .18 | .17 | .49 | .14 | .27*** |
| Physical Custody | .06 | .17 | .03 | -.19 | .13 | -.11 |
| Military Affiliation | .10 | .17 | .05 | -.52 | .13 | -.28*** |
| Role Salience | .04 | .07 | .04 | -.01 | .05 | -.01 |
| $\Delta R^2$ | .00 | | | .00 | | |
| Step 4 | | | | | | |
| Ethnicity | -.17 | .13 | -.08 | .06 | .10 | .03 |
| Employment | .26 | .18 | .09 | -.08 | .14 | -.03 |
| Education | .40 | .25 | .10 | .10 | .20 | .03 |
| Legal Custody | .09 | .16 | .04 | .32 | .12 | .18* |
| Physical Custody | .29 | .15 | .15 | -.04 | .11 | -.02 |
| Military Affiliation | .50 | .16 | .25** | -.20 | .12 | -.11 |
| Role Salience | .00 | .06 | .00 | -.04 | .05 | -.04 |
| Status Salience | 1.48 | .18 | .61*** | 1.11 | .13 | .50*** |
| $\Delta R^2$ | .24 | | | .16 | | |
| Step 5 | | | | | | |
| Ethnicity | -.07 | .12 | -.03 | .08 | .10 | .04 |
| Employment | .22 | .17 | .07 | -.08 | .14 | -.03 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Education | .35 | .24 | .08 | .10 | .20 | .02 |
| Legal Custody | .07 | .15 | .04 | .31 | .12 | .17* |
| Physical Custody | .27 | .14 | .14 | -.03 | .11 | -.02 |
| Military Affiliation | .14 | .17 | .07 | -.32 | .14 | -.17* |
| Role Salience | -.06 | .08 | -.06 | -.05 | .06 | -.05 |
| Status Salience | 1.78 | .18 | .73*** | 1.23 | .15 | .55*** |
| Military Affiliation & Status Salience Interaction | 1.94 | .43 | .37*** | .66 | .35 | .14 |
| Role Salience & Status Salience Interaction | -.23 | .17 | -.09 | .06 | .13 | .03 |
| Military Affiliation & Role Salience Interaction | -.13 | .14 | -.08 | -.02 | .11 | -.02 |
| $\Delta R^2$ | .09 | | | .01 | | |

*Note: p < .05. **p < .01. ***p <.001.*

Table 6. Teacher Regression

| Variable | Father Involvement | | | Coparenting | | |
|---|---|---|---|---|---|---|
| | *B* | *SE B* | *β* | *B* | *SE B* | *β* |
| Step 1 | | | | | | |
| Ethnicity | -.15 | .14 | -.07 | .23 | .12 | .12* |
| Employment | .21 | .21 | .07 | .00 | .16 | .00 |
| Education | .36 | .29 | .08 | .03 | .24 | .01 |
| Legal Custody | .31 | .17 | .16 | .68 | .13 | .38*** |
| Physical Custody | .09 | .16 | .05 | -.30 | .13 | -.16* |
| $R^2$ | .03 | | | .26 | | |
| Step 2 | | | | | | |
| Ethnicity | -.12 | .15 | -.06 | .11 | .12 | .06 |
| Employment | .23 | .21 | .07 | -.10 | .16 | -.04 |
| Education | .34 | .29 | .08 | .10 | .23 | .03 |
| Legal Custody | .36 | .18 | .18 | .47 | .14 | .26** |
| Physical Custody | .07 | .17 | .03 | -.21 | .13 | -.11 |
| Military Affiliation | .12 | .17 | .06 | -.54 | .13 | -.29*** |
| $\Delta R^2$ | .00 | | | .05 | | |
| Step 3 | | | | | | |
| Ethnicity | -.12 | .15 | -.06 | .10 | .11 | .05 |
| Employment | .23 | .21 | .07 | -.10 | .16 | -.04 |
| Education | .30 | .29 | .07 | .08 | .23 | .02 |
| Legal Custody | .34 | .18 | .17 | .46 | .14 | .25** |
| Physical Custody | .07 | .17 | .03 | -.21 | .13 | -.11 |
| Military Affiliation | .15 | .17 | .07 | -.52 | .13 | -.28*** |
| Role Salience | .11 | .07 | .10 | .10 | .05 | .11 |
| $\Delta R^2$ | .01 | | | .01 | | |
| Step 4 | | | | | | |
| Ethnicity | -.16 | .13 | -.08 | .06 | .10 | .03 |
| Employment | .27 | .18 | .09 | -.09 | .14 | -.03 |
| Education | .38 | .25 | .09 | .10 | .20 | .02 |
| Legal Custody | .12 | .16 | .06 | .31 | .12 | .17* |
| Physical Custody | .29 | .15 | .15 | -.05 | .11 | -.03 |
| Military Affiliation | .55 | .16 | .27** | -.21 | .12 | -.11 |
| Role Salience | .05 | .06 | .04 | 0.05 | .05 | .05 |
| Status Salience | 1.46 | .18 | .60*** | 1.10 | .14 | .49*** |
| $\Delta R^2$ | .23 | | | .15 | | |
| Step 5 | | | | | | |
| Ethnicity | -.08 | .12 | -.04 | .08 | .10 | .04 |
| Employment | .26 | .17 | .09 | -.09 | .14 | -.03 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Education | .34 | .24 | .08 | .09 | .20 | .02 |
| Legal Custody | .12 | .15 | .06 | .30 | .12 | .17* |
| Physical Custody | .28 | .14 | .14 | -.04 | .11 | -.02 |
| Military Affiliation | .13 | .17 | .06 | -.32 | .14 | -.17* |
| Role Salience | .08 | .09. | .08 | .04 | .07 | .04 |
| Status Salience | 1.78 | .19 | .73*** | 1.19 | .15 | .54*** |
| Military Affiliation & Status Salience Interaction | 2.11 | .43 | .41*** | .55 | .35 | .12 |
| Role Salience & Status Salience Interaction | .04 | .18 | .02 | .01 | .15 | .01 |
| Military Affiliation & Role Salience Interaction | .21 | .16 | .12 | -.00 | .13 | -.00 |
| $\Delta R^2$ | .08 | | | .01 | | |

*Note: $p < .05$. \*\*$p < .01$. \*\*\*$p < .001$.*

*Coparenting Quality Behaviors*

For the regressions that examined father role salience and status salience on the basis of coparenting quality behaviors, there were significant predictor indicators in each step of the regression models. In step 1, ethnicity (authority figure: $\beta = .12$, $p < .05$; caregiver: $\beta = .12$, $p < .05$; financial provider: $\beta = .12$, $p < .05$; and teacher: $\beta = .12$, $p < .05$), legal custody (authority figure: $\beta = .39$, $p < .001$; caregiver: $\beta = .40$, $p < .001$; financial provider: $\beta = .40$, $p < .001$; and teacher: $\beta = .38$, $p < .001$), and physical custody (authority figure: $\beta = -.15$, $p < .05$; caregiver: $\beta = -.15$, $p < .05$; financial provider: $\beta = -.15$, $p < .05$; and teacher: $\beta = -.16$, $p < .05$) were significant among all four role salience indicators. For step 1, the variance for each of the four regressions is as follows: authority figure ($R^2 = .27$, $F(5,223) = 16.56$), caregiver ($R^2 = .27$, $F(5,223) = 16.54$), financial provider ($R^2 = .27$, $F(5,223) = 16.35$), and teacher ($R^2 = .26$, $F(5,222) = 15.86$).

For step 2, legal custody (authority figure: $\beta = .27$, $p < .001$; caregiver: $\beta = .27$, $p < .001$; financial provider: $\beta = .28$, $p < .001$; and teacher: $\beta = .26$, $p < .01$) and military affiliation (authority figure: $\beta = -.28$, $p < .001$; caregiver: $\beta = .28$, $p < .001$; financial provider: $\beta = -.28$, $p < .001$; and teacher: $\beta = ,-.29$ $p < .001$) were significant predictors of the model for all four role salience indicators. For Step 2, the variance for each of the four regressions is as follows: authority figure ($R^2 = .32$, $F(1,222) = 15.57$), caregiver ($R^2 = .32$, $F(1,222) = 15.91$), financial provider ($R^2 = .32$, $F(1,222) = 15.76$), and teacher ($R^2 = .32$, $F(1,221) = 17.02$). Similarly, in step 3, legal custody (authority figure: $\beta = .27$, $p < .001$; caregiver: $\beta = .27$, $p = .01$; financial provider: $\beta = .27$, $p < .001$; and teacher: $\beta = .25$, $p < .01$) and military affiliation (authority figure: $\beta = -.23$, $p < .01$; caregiver: $\beta = -.26$, $p < ,001$; financial provider: $\beta = -.28$, $p < .001$; and teacher: $\beta = -.28$, $p < .001$) were significant among all four role salience indicators. Further, for

the role of authority figure, role salience was a significant predictor for the model ($\beta = -.19$, $p < .01$). For step 3, the variance for each of the four regressions is as follows: authority figure ($R^2 = .35$, $F(1,221) = 10.84$), caregiver ($R^2 = .33$, $F(1,221) = 1.63$), financial provider ($R^2 = .32$, $F(1,221) = .05$), and teacher ($R^2 = .33$, $F(1,220) = 3.65$).

In step 4, legal custody (authority figure: $\beta = .18$, $p < .05$; caregiver: $\beta = .17$, $p < .05$; financial provider: $\beta = .18$, $p < .05$; and teacher: $\beta = .17$, $p < .05$) and status salience (authority figure: $\beta = .48$, $p < .001$; caregiver: $\beta = .50$, $p < .001$; financial provider: $\beta = .50$, $p < .001$; and teacher: $\beta = .49$, $p < .001$) were significant. Also, for the role salience indicator of authority figure, role salience was a significant predictor of the model in step 4 ($\beta = -.11$, $p < .05$). For step 4, the variance for each of the four regressions is as follows: authority figure ($R^2 = .49$, $F(1,220) = 60.56$), caregiver ($R^2 = .49$, $F(1,220) = 70.00$), financial provider ($R^2 = .48$, $F(1,220) = 68.68$), and teacher ($R^2 = .48$, $F(1,219) = 65.23$). Finally, for step 5, legal custody (authority figure: $\beta = .17$, $p < .05$; caregiver: $\beta = .16$, $p < .05$; financial provider: $\beta = .17$, $p < .05$; and teacher: $\beta = .17$, $p < .05$) and status salience (authority figure: $\beta = .51$, $p < .001$; caregiver: $\beta = .53$, $p < .001$; financial provider: $\beta = .55$, $p < .001$; and teacher: $\beta = .54$, $p < .001$) were significant predictors of the model for all four indicators of role salience. Further, military affiliation was significant for caregiver ($\beta = -.15$, $p < .05$), financial provider ($\beta = -.17$, $p < .05$), and teacher ($\beta = -.17$, $p < .05$). For step 5, the variance for each of the four regressions is as follows: authority figure ($R^2 = .50$, $F(3,217) = 1.54$), caregiver ($R^2 = .50$, $F(3,217) = 1.48$), financial provider ($R^2 = .49$, $F(3,217) = 1.18$), and teacher ($R^2 = .49$, $F(3,216) = 0.85$).

# Chapter 5 - Discussion

The present study sought to explore the differences among the relative salience of the father status, and its associated roles, between military and civilian fathers after a divorce or separation. Further, this study aimed to examine the relationship between salience and indicators of father involvement and coparenting quality. For fathers, understanding their identity as a father and the roles associated with that identity can help to further understand their involvement in different parenting aspects such as their levels of father involvement and coparenting behaviors (Adamsons & Pasley, 2016). Components of identity theory have been used to study fathers and their interactions within binuclear families, particularly father involvement (Henley & Pasley, 2005). Often among fathers, an increased role salience leads to increased role-level behaviors, such as caring for a child, providing support (monetary or emotional), and general engagement with a child, that help shape their identity and subsequently their involvement in various family functions such as being an involved and engaged father and being a coparent (Pleck, 2012; Pasley et al., 2014).

Two variables demonstrated unusual levels of skewness and kurtosis: education and employment. Suggested reasoning for this could be that this sample was highly educated with most participants having a 4-year degree. As for employment, it was only slightly skewed, which could be due to the high percentage of the sample being employed full time and the smaller groupings of participants indicating varying degrees of employment. General findings from this study indicated that military fathers held lower status-level salience and coparenting quality than their civilian counterparts. This means that military-affiliated fathers are less likely to enact their fathering status when given available alternative statuses (e.g., worker, husband). As expected, status salience was consistently associated with coparenting quality, across analyses. Therefore,

it made sense that if military-affiliated fathers had lower status salience, that they would also have lower quality coparenting relationships overall. One explanation for this could be found by looking at the expectations and culture surrounding military life. The military has often been described as a "greedy institution," one where the demands from both the service members and their families is taxing and families are expected to put the military above their family (DeGraff et al., 2016; Soeters et al., 2006). From an Identity Theory perspective, a person's status can be influenced by their environment and social surroundings (Pasley et al., 2014). In the case of military fathers, especially active duty military personnel, their environment is highly specialized and unique, and often includes things such as deployments and new working orders. These specific environment related requirements can potentially have an impact on the ways in which they view their status as a father and the quality of their coparenting. In contrast, levels of father involvement were relatively similar across both civilian and military-affiliated fathers. Considering the differences noted in levels of coparenting quality, this is noteworthy, as levels of father involvement are often correlated with increased levels of coparenting quality (Buckley & Schoppe-Sullivan, 2010).

Another notable difference between groups was found in the relative salience of certain roles. Overall, civilian fathers noted teacher and caregiver to be their most salient roles while military fathers noted higher salience in the roles of authority figure and financial provider. Although there is not much literature surrounding father roles among military fathers, the existing research that has been conducted suggests that military fathers often tend to lean towards protector and provider roles (Willerton, 2010), a finding which is consistent with the results of this study.

Based on t-tests, military and civilian fathers' perception of their involvement is similar. However, regression results indicated that one's military affiliation and their status of being a father contribute positively to their involvement as a father. The difference in results from the analyses could be due to other variables that the regression analysis accounts for such as the covariates. With that, the regression results suggests that if a father is military affiliated, then they could potentially view their limited involvement opportunities as more significant than a civilian father, therefore resulting in a higher father involvement score. This finding contradicts some of the literature surrounding father involvement. The environment in which military fathers often are in is one that is demanding by nature and may take time away from their position as a father (Karney et al., 2012). Most of the fathering literature discusses quality time with their children as a significant predictor and element of positive father involvement and there are often correlations among coparenting quality and the quality and level of father involvement (Kamp Dush et al., 2011).

Another potential explanation for this finding is the way in which fathers perceive involvement and whether perceived involvement differs across these populations. Father engagement and involvement are different constructs (Fagan & Palkovitz, 2011) and there is a possibility that the fathers within this sample do not know or understand the difference and reported on their engagement abilities instead of involvement. Father engagement is thought of as the observable and direct behaviors a father has with their children, whereas father involvement can include things such as availability to children, which are not always direct behaviors but can still be thought of as being involved in the child's life (Fagan & Palkovitz, 2011). Status salience was a significant indicator among all four role salience variables indicating that the perceived importance of being a father is a significant predictor of the levels

of father involvement regardless of the role salience variable, which is consistent with literature surrounding father status and later father involvement (Adamsons & Pasley, 2016).

A significant interaction of one's military affiliation and their status as a father is an indication that the combination of being military affiliated and status salience can be related to a larger population. Among this sample, this interaction variable positively influenced father involvement, meaning that depending on whether a father is military affiliated will have an impact on both the way he views his status of being a father and also the levels of father involvement he engages in. If a father is in the military and they view their position as a father as salient, this most likely will result in higher levels of father involvement. This finding is intuitive given that status salience is a significant predictor variable among all four role salience types on the basis of father involvement. For example, taking pride in one's rank and status within the military is common (Karre, 2018). This type of behavior could be reflected in how military fathers view themselves as parents. This information could be useful when creating or modifying programs for military fathers. This indicates that father involvement is higher when the military fathers have a more positive view of their status salience, meaning that a discussion of what it means to be a father and information on how to feel comfortable and confident in that position will be important for military fathers in navigating their complex experiences within father involvement.

For the authority figure and caregiver regression models, physical custody was a significant predictor variable. A possible reason for this result is that father involvement is typically higher when a father is physically present or within proximity of the children and often disciplining and caring for children is done while in their physical presence (Parke, 2000). If a

father has physical custody of their child, by the nature of the legal agreement they would have more opportunities for contact with their children than nonresident or noncustodial fathers.

Finally, results demonstrated a significant negative interaction between authority figure role salience and military affiliation on father involvement. This means that when a father views being an authority figure as their most important role over other role salience variables and they are military affiliated; this will decrease their levels of father involvement and the opposite would appear for civilian fathers. The role of authority figure is often characterized by participating in disciplinarian roles, punishing the child, and acting as a protector (Adamsons, 2013). These behaviors are not often synonymous with positive father involvement, which can include increased contact with the child, appropriate direct and indirect care of the child, and appropriate play behaviors with a child (Pleck, 2010). Among military fathers, due to their environment and culture, these authoritarian behaviors could come more naturally to them because the military fosters and necessitates that type of behavior and thus may be an unintentional consequence for families and be a more natural element of their fathering (Redmond et al., 2015). Further, results demonstrated a significant positive interaction between caregiver role salience and military affiliation. This means that when a father is military affiliated and selects caregiving as their most salient role, then they are more likely to have increased levels of father involvement.

For the role salience variable of caregiver, the interaction variable of military affiliation and role salience was significant, but it had a positive relationship. The results indicate that the higher a father ranks the salience of caregiver, the more likely they are to be involved fathers and this is even more so when the father is a civilian and not military affiliated. For military fathers, the lower the caregiver salience, the higher the involvement and the higher the salience, the

lower the involvement. In a recent study of military fathers, a commonly expressed sentiment was that their responsibility to their children was making sure they are taken care of through financial provision and by ensuring they were well-disciplined (Willerton et al., 2011). This narrow way of defining responsibilities in childrearing is different from commonly identified aspects of parenting described within studies of the civilian population. Many researchers have concluded that childrearing behaviors as a father can include spending time with their children and being there for them emotionally and mentally; examples include childcare and playing with their children (Pasley et al., 2014). These differences in the meaning of the role of caretaker between military and civilian fathers is stark and should be considered in future research.

The covariates of ethnicity and legal and physical custody were significant predictors of coparenting quality behaviors among all four role salience variables. This is consistent with prior research, which indicates that positive coparenting behaviors, such as increased communication and positive coordination have been known to be higher among White families than minority families (Pudasainee-Kapri & Razza, 2015). Legal custody was a significant model predictor in Steps 1 and 2. Fathers who have shared or joint legal custody of their child(ren) with their former partner are likely to have higher quality coparenting relationships, which is also consistent with prior research. Many times, former partners who have joint or shared legal custody of children exhibit more positive coparenting behaviors such as an increase in positive communication (Markham et al., 2017; Braver et al., 2018). Finally, this sample of fathers is unusual in that the majority of the fathers have primary physical custody of their children. This could be due in part to the court systems changing and fathers being seen as having more of a caregiving role (Berman & Daneback, 2020). Another potential reason is that single fathers typically have a higher income than single mothers and that could increase their chances of custody (Livingston,

2013). Further, custody was measured using a self-report method where the participants were asked where the child spends most of their time as an indication of physical custody. While this strategy is not uncommon, it could have led to somewhat inconsistent results, particularly when considering the transient nature of family life amongst military and divorced families in general. Because of the complex range of custody arrangements that could be present, use of an additional measure of physical custody (e.g., number of overnights) could have been used in an attempt to triangulate data. Having a high proportion of fathers indicate that they have primary physical custody of their children could have impacted the results of this study. First, studies have demonstrated that both quality and quantity of time spent with children can influence father involvement levels (Adamsons, 2018). With a sample of fathers who have primary physical custody of their children, it would be safe to assume that they spend more time with their children than fathers with shared physical custody, which could have artificially inflated or skewed the data in regard to father involvement. Coparenting quality overall was relatively high among this sample of fathers and this could have also been impacted by the influx of fathers with primary physical custody.

In this study, our sample is highly educated and that often correlates with a higher income, which could be the reason that the majority of the fathers have primary physical custody of their children. Furthermore, this could be due in part to the nature in which the demographic questions were asked in this study. Although a question was asked directly about physical custody, a question was also asked about time spent with child and the fathers in this sample could have confused that as a physical custody question. With that, the results indicate that if a father has primary physical custody of their children then their overall coparenting quality behaviors, regardless of their highest role salience indicator, will increase and be more positive

than those who are nonresidential or have shared physical custody. One potential reason for this is the time spent with their children could increase their coparenting behaviors.

Among all four role salience indicators, military affiliation was consistently negatively associated with the coparenting quality. None of the interaction variables that include military affiliation were significant; this could be due to multicollinearity, which can occur when two variables are highly intercorrelated in a regression model. Multicollinearity is an issue because it can lead to a less reliable statistical finding (Thompson et al., 2017). However, this finding is consistent with prior research which indicates that military fathers who have intact relationships tend to have difficulties reuniting romantically with their partner. Further, military fathers have troubles with getting in the routine of being a coparent and engaging with their children and this process is even more challenging for fathers who have dissolved relationships, such as this sample of fathers (Walsh et al., 2014). These coparenting challenges may be exacerbated by their unique military environment and many other factors including, but not limited to, frequent deployments (Walsh et al., 2014).

Authority figure role salience was negatively associated with coparenting quality until interaction terms were included in the model (Step 5). With the relative strength of the relationship between status salience and coparenting quality in the model, the erosion in the strength of association between authority figure role salience and coparenting quality can be explained by its integration in the model. This could suggest that status salience is more important to the quality of coparenting behaviors among fathers than the specific roles they associate with it. While authority figure role salience eventually did become a non-significant predictor, it was the only role that demonstrated a significant coefficient in the models. This suggests that these roles (financial provider, caregiver, and teacher), although important in

positive coparenting quality behaviors and relationships, may not be influential in coparenting behaviors if a father deems them as their most frequent role salience behavior. However, if a father prefers the role of authority figure, this could have a negative impact on coparenting quality behaviors. The salience of these roles among fathers does not negatively deter the coparenting quality and the simple idea of being a father can have a more positive impact on coparenting behaviors than specific father roles.

Status salience was the strongest indicator among the coparenting quality behavior regressions among all four role salience variables (authority figure, caregiver, financial, provider, and teacher). Much like the relationship among status salience and father involvement, this positive and significant relationship indicates that the status of being a father is a significant predictor of coparenting quality behaviors regardless of the role salience indicator a father deems most salient. The fact that one is a father and what that means to each father personally is important when looking at role salience, father involvement, and coparenting. The more a father, regardless of role salience or military affiliation, views himself as a father and the position of a father is central to who they are as a person, then the greater the likelihood that they will be involved in their children's lives and the more positive they believe their coparenting quality behaviors are (Adamsons, 2013).

**Limitations and Future Directions**

Limitations for this study include the sample size; the available data set only consisted of 261 participants that met eligibility criteria. Of those, only 103 were military affiliated and 158 were considered civilians. A larger and more balanced military-to-civilian sample could have allowed for more sophisticated and detailed analysis. Further, because some of the research questions were comparative by nature, the within group sample size was further reduced, making

it more difficult to capture all possible statistical associations and increasing the potential for Type II errors. Another limitation stems from the assessment tools used to measure certain constructs. First, role salience was measured using a ranking system. This method of measuring role salience is standard; however, it does not provide researchers with a clear idea of which one role a participant views as most salient. Instead, it offers an idea of which role, in relation to the other three roles, a participant identities with most. Future research may consider an updated measure, possibly one with additional options for potential roles that could provide more detailed information about role salience among today's fathers. However, in order for that to be done, qualitative research must be conducted to examine father role salience among today's fathers. Further, the way in which role salience was measured impacted the way the regression analyses were conducted. Instead of running only two regressions, one on the basis of coparenting quality behaviors and one on father involvement and adding in the role salience variable as one individual step, eight total regressions were conducted so that way all four role salience variables could be adequately accounted for in the regressions. This method of adding the role salience variable did not allow the researcher to compare the different role salience variables against each other directly. The method chosen allowed for the role salience variables to be examined across the other variables such as status salience, military affiliation, and the covariates.

All of the measures were self-reported and could have been skewed due to the participants' response bias. However, for the measure of father involvement, response bias, which is where the fathers reported more positive results of their own levels of involvement, could have been more prominent because there is such a stigma to be a good parent and participants wanted to reflect that in their responses (Krauss et al., 2020). Further, there is evidence that suggests that there are probable explanations for a lack of father participation in

research. These can include certain stigmas surrounding masculinity, employment considerations, for example fathers are typically known to work longer hours than the mother which would limit their time to participate in research, and potentially the idea that the mother is more likely to respond to surveys than fathers (Leach et al., 2019). Considering these potential limitations for father participation, the fathers that do choose to participate in research are fathers who may have more flexibility in their work schedules and fathers who share more of the child rearing responsibilities. In addition, this group of fathers could be more involved in their children's lives in general, making them more confident and willing reporters about their fathering. Research has also indicated that higher educated individuals are more inclined to participate in research and this study has a highly educated sample of fathers (Fleming et al., 2015). Future studies could gather reports from previous partners (dyadic data) on constructs such as father involvement and even coparenting quality behaviors to better capture the holistic view of those constructs. Since the data used was from a secondary data source, the measures used were not specifically chosen by the researcher. Therefore, some of the concepts from identity theory, such as commitment and centrality, could not be adequately measured with the assessment tools that were used in the original study. Another limitation of this study was that due to sampling choices, the nature of the analyses conducted, and the differentiation between military and civilian fathers, the covariates of military branch, rank, and status (active duty, reserve, or retired), were not able to be included in the regression analysis. The inclusion of these covariates could have provided more detailed information about the military sample, but there was not a similar variable that could have been assigned to civilian fathers to make this inclusion meaningful for this study. Understanding how father involvement and coparenting quality behaviors vary due to military branch has the opportunity to be very informative because it is

understood from the research that each branch of the military has different requirements, procedures, and an overall culture which could influence the ways in which fathers engage in their father roles and coparental interactions (Blaisure et al., 2012). Furthermore, rank and status could have been interesting variables to examine in this study. Status refers to whether a person is active duty, in the reserves, or retired. The amount of time commitment and exposure to the military environment can differ among each status level. Active duty service members are often the most involved in the military lifestyle and culture compared to reserve and retired members (Blaisure et al., 2012). This distinction could have an impact on both father involvement and coparenting quality behaviors. As for rank, each branch has a different ranking system, but there is a hierarchy to each branch's ranking system with lower enlisted service members having less authority and power than higher ranked service members (Redmond et al., 2015). A higher rank often comes with more power and responsibility and that type of culture could influence father involvement, coparenting quality behaviors, and role salience behaviors, specifically authority figure and financial provider.

Future studies could use this research as a starting point to further learn about salience and different populations. For example, this study was conducted with divorced and/or separated fathers, studies could include different types of families such as intact families, step-families, cohabitating families, and more. In addition to looking at different family structures, researchers could examine the differences between different contexts, including incarcerated fathers or even diving more specifically into different branches of the military or specific ranks. Finally, future studies could focus more on different aspects of identity theory to further understand that theoretical framework. Another possible direction could be to create a measure that observes one's commitment to their status as a father. Regardless of the measures created, qualitative

research further examining father role salience, status, and other identity theory components is needed, specifically among unique populations such as military fathers. Finally, the seminal material for the roles used in this study are decades old. With an ever changing world and fathering context, it can be expected that the nature of fathering has changed, the ways in which roles are enacted could have potentially changed, and that a wider collection of roles and role explanations now exists (Schoppe-Sullivan & Fagan, 2020). Therefore, qualitative research is needed to examine father roles with modern day fathers to see if these roles are still prevalent or if there are new roles that take precedent within father identity.

## Implications

The findings of this study have the potential to inform policy, education, and practice in several key ways. Policy makers could continue to focus their efforts on creating and putting forth policies that are meant to support fathers during times of transition such as a divorce or separation. Policy is a powerful tool and if informed by research, could shift the focus from fathers being seen as solely a financial provider in terms of custody and child support and more in terms of a legit caretaker of their children. From these findings, it is clear that the status of being a father is important to the overall understanding of role salience, father involvement, and coparenting quality behaviors. Father status comes from one's social surroundings (Adamsons, 2010) and is often developed through experiences (Adamsons & Pasley, 2016). With this information, military policy makers could create special leave policies or family incentives that could be provided to military fathers who partake in annual workshops dedicated to increasing their involvement or enhancing their coparenting relationships.

Policy surrounding parenting has come a long way since its inception. Many of the divorce education programs today focus their efforts on creating a positive coparenting

relationship through parent education about certain topics such as conflict, communication, and overall child well-being (Jamison et al., 2014). This change can most likely be attributed to the research surrounding the topic and updated laws and policies that support family systems (Schramm & Becher, 2020). This study provides information about the diverse ways that fathers can enact their status of being a father by which policy can benefit. By understanding how fathers view their status as central to their identity, policy makers can use this as support for increasing fathering programs or resources that help them engage and be involved with their children to further elevate that centrality of their status. Furthermore, this study demonstrates that father status is significant in predicting positive coparenting and father involvement behaviors. This information could be used to further support the need for and fund parenting programs that have a focus on fathers and their status. In addition, there are concrete differences in the ways in which civilian and military fathers view and interact with their role as fathers. Knowing that military fathers tend to gravitate towards certain roles could help policy makers defend the need for certain resources to better support their exploration into other roles that can enhance their role as a father and in their coparenting relationship. Finally, it is important to note that it is important for both father involvement and coparenting quality behaviors that fathers are supported, especially military fathers, to enact and explore their status of being a father and that these opportunities should be available when a man becomes a father.

Facilitators of parenting or divorce education programs could use the findings of this study to further understand how military and civilian fathers view their roles as fathers and how their military status can affect their father involvement and coparenting behaviors. Understanding how fathers view certain fathering roles and how salient certain roles are among particular groups could help facilitators or program content creators craft parts of their programs

to have a small section dedicated to fathers during the process of divorce or separation. For example, during a parenting or divorce education program, a facilitator can begin with acknowledging the many roles that fathers hold and enact within the family/coparenting relationship and highlighting the value of each one of those roles. This would be to ensure that fathers understand that there is not a preference for one role or another; they all are important. An activity could be to ask fathers to reflect on why certain roles are important to them and to brainstorm ways of how they can enhance these roles to increase their father involvement or their coparenting relationship. In addition, the facilitator could ask fathers to reflect on how these roles might change or have changed based on their new situation or environment. Following these conversations, facilitators could provide evidence-based strategies on how to stay engaged in these father roles while experiencing this situation.

Further, these results could be particularly important and insightful to military parenting or divorce education program creators or facilitators. This study specifically indicates that there are differences in the ways that military fathers view their roles and status as a father and how those views can influence their father involvement and coparenting quality behaviors. Military specific parenting or divorce education groups can tailor specific parts of their program to understand their roles as a military father and how to engage in these roles positively while in their military environment and culture. Within military specific programs, facilitators could begin with having the fathers share their challenges and successes of being a father in the military. Potential questions could be "how has the military influenced you as a father" or "how has the military shaped your view of being a father?" When it comes to addressing father roles and coparenting quality, facilitators can ask fathers to first discuss how the military has impacted their coparenting relationship. By discussing these topics as a group, it allows fathers to hear the

experiences of other military fathers and to create a sense of community. Then, the fathers can begin to make goals of how they can better their coparenting relationships given the environment that they are in. A helpful suggestion to facilitators in this situation would be to encourage the fathers to think about the resources the military offers and how they can utilize them to enhance either their coparenting relationship or their father involvement. In general, parenting and divorce education programs should make efforts to focus on the strengths of each parent and then how they can use these individual strengths to enhance their coparenting relationship.

This information could be used by clinicians as a starting point in sessions to further explore how these indicators are impacting their functioning within family, marital, or romantic systems. From these findings, there is an indication that there are differences between the ways that military and civilian fathers perceive their roles within the status of a father and also how they are involved with their children and their child's other parent. By knowing this information, clinicians can better serve their clients and help them create specific plans that fit their unique circumstances, specifically for military fathers. Traditional or common coparenting or father involvement suggestions, such as increasing the amount of time spent with children or their former partner, might not be the most realistic or suitable for military fathers given their environment and social surroundings. This research could help guide the conversations with fathers about the importance of father involvement and how to enhance or increase it. Clinicians who specialize in family or systems therapy, could focus on positive coparenting among military families. Positive coparenting quality behaviors have been known to help reduce things like parental conflict and child adjustment behaviors (Becher et al., 2019). Focusing on helping fathers reduce their authoritarian nature, specifically among military fathers, could help the overall coparenting relationship and in turn help the children. In clinical settings, these findings

could help steer away from the notion of a singular best type of role, instead focusing on how each role is unique and can contribute positively to the family system. Also, this information could be used to help navigate roles, and possibly even boundaries among military families within family therapy settings and has the potential to be useful to the general public, specifically fathers, both civilian and military. Practitioners and clinicians could create resources that can be developed for father support groups using this information and can potentially help them focus their efforts towards understanding their roles and identity and how that can impact their coparenting and father involvement.

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# Appendix A - Scales

**Father Role Salience**

**Scale:**

3-point scale

1. Not True
2. Somewhat True
3. Very True

Scores of 1, 2, and 3 respectively

**Items:** $\alpha = .76$

1. I like being known as a mother/father.
2. It annoys me when people I don't know ask me if I have children.
3. Being a father/mother has changed me a lot.
4. I want people to know that I have children.
5. Before I spend money on myself, I ask if the kids need something more.
6. I prefer the company of adults to spending time with kids.
7. I enjoy volunteering in my kids' activities, like sports or scouts.
8. I would rather work overtime than watch my kids in the evening.
9. I do not feel comfortable with a lot of kids running around.
10. I miss the running around that I did before I had kids.

**Scoring:** Calculated using an average of all 10 items.

**Inventory of Father Involvement**

**Scale:**

7-point scale

0. Very poor
1. –
2. –
3. Neutral
4. –
5. –
6. Excellent

**Instructions:** Think of your experience as a mother/father over the past 12 months. Please rate how good of a job you think you did as a father/mother on each of the items listed below. **If an item is not applicable please leave the question blank**.

**Items:** α = .95

**Discipline and Teaching Responsibility** (α = .85)

1. Disciplining your children
2. Encouraging your children to do their chores
3. Setting rules and limits for your children's behavior
4. Teaching your children to be responsible for what they do
5. Paying attention to what your children read, the music they listen to, or TV shows they watch
6. Enforcing family rules

**Providing** (α = .77)

1. Providing your children's basic needs (food, clothing, shelter, and health care)
2. Accepting responsibility for the financial support of the children you have fathered

**Time and Talking Together** (α = .88)

1. Being a pal or friend to your children
2. Spending time just talking to your children when they want to talk about something
3. Spending time with your children doing things they like to do
4. Working with your children on chores around the house
5. Helping your children find purpose and direction in their lives
6. Taking your children to interesting places (your work, parks, museums, ocean, etc.)
7. Talking to your children about what's going in their lives
8. Listening to your children's views or concerns

**Praise and Affection** (α = .83)

1. Praising your children for being good or doing the right things
2. Praising your children for something they have done well
3. Telling your children that you love them
4. Showing physical affection to your children (touching, hugging, kissing)

**Role Salience**

**Instructions:** As a parent, I see myself as a(n):

**Items:**

| Caregiver | | | Financial Provider | |
|---|---|---|---|---|
| Financial Provider | | | Teacher | |
| Teacher | | | Authority Figure | |
| Authority Figure | | | Caregiver | |
| Financial Provider | | | Authority Figure | |

*Original scale had each combo forwards and backwards, it was shortened for our use

## Multidimensional Coparenting Scale for Dissolved Relationships (MCSDR)

**Scale:**

1. Never
2. Rarely
3. Infrequently
4. Occasionally
5. Usually
6. Always

**Instructions:**

The next set of questions asks about your relationship with your child's other parent that you share a minor child or children with. How often does each of these statements describe your relationship and/or interactions with your child's other parent? (If you have been divorce/separated multiple times please reference your most recent divorce/separation)

**Items:**

| Subscales | Items |
|---|---|
| Support (α = .83) | 1. We have similar goals and expectations for our child |
| | 2. We agree on general standards for our child's behavior |
| | 3. My child's other parent is a resource to me in raising our child |
| | 4. We have similar rules for our child |
| | 5. We ask each other for advice and/or help in childrearing decisions |
| | 6. We support each other during difficult parenting decisions |
| Overt Conflict (α = .91) | 7. Conversations between us are tense and/or sarcastic |
| | 8. My child's other parent criticizes or belittles me |
| | 9. Interactions with my child's other parent are unpleasant and/or uncomfortable |
| | 10. During disagreements, my child's other parent yells or screams at me |

| | |
|---|---|
| | 11. We express contempt or dislike for each other |
| | 12. My child's other parent is sarcastic or makes jokes about my parenting |
| Internally-Regulated Covert Conflict ($\alpha$ = .89) | 13. I try to show that I am better than my child's other parent with our child |
| | 14. I ask our child about my child's other parent's personal life |
| | 15. I am sarcastic or make jokes about my child's other parent's parenting |
| | 16. Rather than expressing my opinions with him/her directly, I share my frustrations about my child's other parent with our child |
| | 17. I criticize or belittle my child's other parent |
| Externally-Regulated Covert Conflict ($\alpha$ = .87) | 18. When we argue, our child takes sides |
| | 19. Rather than expressing his/her opinions with me directly, my child's other parent shares his/her frustrations about me with our child |
| | 20. My child's other parent sends messages to me through our child |
| | 21. My child's other parent asks our child about my personal life |
| | 22. Our child joins in or takes sides when my child's other parent and I disagree |