

## CHANGING ROLE OF FATHER ACROSS GENERATIONS: FROM DISCIPLINARIAN TO A NURTURING PARENT

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### ABSTRACT

**Objectives:** The current research aimed at exploring the changing role of fathers from one generation to the next.

**Design:** The study employed qualitative phenomenological approach.

**Place and Duration of Study:** University of Central Punjab, Lahore 2018-2019.

**Subject and Method:** Sample of the study consisted of 34 individuals with age ranging from 20 to 60 years. 16 participants belonging to the age group of 45 to 55 (older cohort) and 18 individuals belonging to the age -group of 18 to 25 (younger cohort). Focus groups were carried out to collect data from the sample. The data was transcribed and analyzed using thematic analysis.

**Results and Conclusion:** Results revealed that parenting style of fathers has changed over the years as younger cohort described their fathers as being supportive and caring individuals who are always there for their children and invest their time and energy in the upbringing of their children, whereas the older cohort referred to their fathers as strict, authoritative individuals, who were emotionally distant and minimally involved in the upbringing of their children. The research adds to the existing body of fathering literature and helps in identifying the changing role of the father in today's dynamic of two-parent household.

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**Keywords:** Parenting; parent-child relationship; changing role of father; patriarchy; thematic analysis.

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## INTRODUCTION

The past few decades have witnessed a tremendous shift in the traditional ideologies surrounding fatherhood (Jarska, 2020; Judit, 2020; Kaplan & Knoll, 2019). The breadwinner model of fatherhood has undergone a shift towards an involved and nurturing parent (Schmitz, 2016). More men are dedicating time and efforts towards the nurturing of their children (Krishnaswamy, 2019). This change in society is reflected in the academic literature, as the concept of the 'new' emotionally involved father has been established (Andreasson & Johansson, 2019; Kaplan & Knoll, 2019; Rehel, 2014; Stevens, 2015).

The stereotype value system that portrays fathers as the economic providers does not reflect the experiences and the reality of the families today (Park & Kwon, 2019). Fathers are contributing equally to the emotional and financial well-being of their children (Cabrera et al., 2018). The emergence of solar families and dual-earner lifestyle has challenged the patriarchal role associated with the father as the bread earner. Today, fathers are more involved in children's life than before. It has become socially acceptable for men to engage with 'hands-on' fatherhood that has previously primarily been associated with motherhood (Trifan et al., 2014).

However, involvement does not equate with the presence of the father in the household. Ho and Lamb (1987) and Lamb, Pleck, and Levine (1985) define involvement as having the following three components: availability, interaction, and responsibility. Where availability means accessibility of father to the children; interaction refers to direct face to face interaction; and responsibility involves taking care of the child and their needs (physical, emotional, and psychological). According to Parke (2000) researchers have mostly focused on direct interaction between father and child while other aspects of involvement are yet to be explored.

Researchers nowadays are taking a keen interest in studying fatherhood and have come up with an array of findings with regards to father involvement. According to Marsiglio and Roy (2012), fathers now have a more active role in child development than before. Silverstein and Auerbach (1999) also state that fathers are important contributors to childhood outcomes both positive and negative. In addition, father's involvement in child activities especially involvement related to educational activities is linked with moderate to large improvements in cognitive outcomes of children such as achievement in school (Cano et al., 2019; Caughy et al., 2019). Moreover, children of involved fathers tend to be more social (Pleck & Masciadrelli, 2004), were better at self-

regulation and more resilient (Kato et al., 2002), had higher levels of psychological well-being (Bhamani, 2012) and satisfaction with life (Flouri, 2005; Formoso et al., 2007; Schwartz & Finley, 2006) Thus, the father's involvement in childcare and other parenting activities have been linked with positive child development outcomes (Cabrera et al., 2007; Kim et al., 2019; Lamb, 2010; Pleck, 2010).

Furthermore, researchers have also demonstrated that the father's involvement is also linked with a decline in negative outcomes for children. For example, children with fathers who take an active role in co-parenting are less likely to show behavioral and conduct problems (Vrijhof et al., 2019) less likely to indulge in alcohol and drug abuse (O'Connor et al., 2000) are less likely to serve jail time and get involved in anti-social behaviors (Bhamani, 2012).

However, despite the efforts of scholarly investigation, the concept of fatherhood is still vague and elusive. The changing role of fathers has brought a challenge for scholars to track these shifts (Marcisz, 2013). Thus, further research is needed to develop a comprehensive and precise understanding of the contemporary ideologies of fatherhood (Dick, 2011; Kamila et al., 2019; Marcisz, 2013; Schmitz, 2016). Cabrera (2019) discussed that literature has seen more scholars working on the contemporary ideologies of fatherhoods, but still the research on fatherhood lags behind motherhood. Schmitz (2016) highlighted that historically fathers are presented as secondary and sometimes unnecessary in the process of parenting. In fact, most research on parents still includes only the mother. Consequently, there is still much to learn about fathers (Cabrera, 2019). Further, the study of Cabrera et al. (2018) concluded that over the years there were significant changes in the global economic, demographic, and social factors. The traditional mother focused model of parenting is not supported by the environmental changes and is being considered as outdated. The mother focused model of parenting does not represent the experiences of most children in the new dynamic environment. Moreover, Fagan et al., (2014) argued that mothers and fathers contribute independently to their children's well-being and development, but still, literature has botched to deliver a concrete and systemic integration of fathers on parenting. Fagan et al. (2014) recommended that scholars should work on gender-neutral dimensions of parenting in terms of behavior, skills, and motivation.

Moreover, according to Dick (2011) cultural and societal factors play a major role in determining and changing fathering behaviors. Bhamani (2012) also states that the voice of fathers belonging to non-western developing cultures

is largely missing from the International literature on fathering. Thus, there is a need to study how the concept of fatherhood has evolved across cultures, keeping in mind the varying cultural and societal norms. Further, Kamila et al. (2019) recommends that the qualitative approach can be used by future researcher to get more meaningful data on fatherhood. Based on the above arguments, we aim to explore the changing role of fatherhood in the context of Pakistan.

The research was carried out in Pakistan, which is a patriarchal non-egalitarian society where the father's role has always been perceived as that of a breadwinner, decision-maker, and authoritative figure, whereas mothers have been perceived as the ones caring for the children and the household. In addition, the father's role as a parent has been limited to greater responsibilities lying on the shoulder of the mother. Mothers have been solely responsible for the upbringing/education of children and providing physical, emotional, psychological, and moral support (Kazim, 2014). However, over the years with the increase in the number of women entering the workforce and an increase in the number of dual-earner households, the father's role in sharing household and childcare responsibilities has increased. Fathers are becoming increasingly involved in the upbringing of their children (Jeong et al., 2018; Sarfaraz & Khalid, 2015). However, this role is mostly limited to providing financial resources, taking children for the outing, participating with them in recreational activities, and at times contributing to child's education. While the responsibility of taking care of the children's physical, emotional, and psychological needs lies with the mother (Akram et al., 2018).

Thus, the present research aimed at studying the role of the father in the context of Pakistan and to explore how the role of a father has changed over a period of time from one generation to the next.

## **METHOD**

### *Design*

A descriptive phenomenological approach was used to collect data for the study. The purpose of using a qualitative approach was firstly to explore how the role of fathers has changed across generations specifically in the context of Pakistan as it is an underexplored topic. Secondly to study in-depth the relationship each research participant/s had with their father/s, which could not be explored in detail if a quantitative approach was used.

### ***Participants***

The participants in the study comprised of 34 individuals with 18 individuals ranging in age from 18 - 25 years (younger cohort), whereas the older cohort comprised of 16 individuals belonging to the age range of 45 to 55 years. The reason for taking a diverse age group was to explore how the role of fathers has changed over the years.

The younger cohort consisted of students of bachelors currently studying at a private sector university of Lahore, Pakistan (males = 8, females = 10) residing in a two-parent household. Students were asked to bring their parents (either mother or father) so that they can be asked about the role their fathers played in their life. Before inviting the students and their parents to be part of the study preliminary information was gathered from the prospective sample and only those participants were invited for the study who, themselves as well as their parents, lived in a two-parent household.

Almost half of the students contacted gave consent to participate in the study along with their parents. Those who were unable to take part in research cited other commitments such as being preoccupied with university assignments (n = 5) or unavailability of parents for the study (n = 10). A total of 10 fathers and 6 mothers participated in the study (older cohort), who lived in a two-parent household. Parents of 2 students could not show up on the day the second set of focus groups were conducted due to family commitments. All the participants belonged to middle socioeconomic status, had a minimum education of 12 years and were residing in different areas of Lahore, Pakistan at the time of data collection.

### ***Measures***

Data was collected via conducting separate focus groups of students and their parents. The focus group questions were designed to elicit information regarding the kind of relationship the participants had with their fathers and the role their fathers played in their life. The focus group interview comprised of the following broader topics: time spent with fathers, relationship with fathers, the involvement of fathers in a child's education and upbringing, perception about the father, etc. Participants were also asked to share experiences that they had with their fathers which would describe the essence of their role as fathers such as: "what is your perception of your Father?" (Prompts if he is a strict/friendly/good father on what basis do you say that?", "Describe an experience that you have had with your father which truly encompass the essence

of your relationship with your father?”. The interview questions were kept flexible to explore the areas which were more salient to the participants. The interviews were conducted by the researchers themselves (as they were trained in carrying out focus groups). The researchers made sure to include participants who were not familiar with them nor had been their student or supervisee in any capacity so as to reduce the chances of social desirability bias. The focus groups were recorded and it took almost 1 to 1.5 hours to conduct each focus group. The language of the focus group was a combination of English and Urdu, as some participants were more comfortable in providing information in Urdu language. All the information from the focus group was later translated into English language for the purpose of analysis. The translated/transcribed information was also reviewed by two independent language experts so as to ensure that the process of translating data was accurate.

### ***Procedure***

A total of four focus groups were conducted; 2 comprising of university students and 2 comprising of parents of the students. The focus groups were conducted over a period of two days with a gap of one week in between depending on the participant's preferences and availability. On day one, 10 students along with their parents were invited for data collection. Two separate moderators (authors of the study) conducted the focus groups, one with university students and one with parents of university students along with co-moderators. The focus groups were conducted in the university premises and were audio-taped for analysis. Both the moderators had prior experience and training in conducting and carrying out qualitative research such as conducting focus groups and semi-structured interviews. The co-moderators received one - day training in research ethics and conducting focus groups prior to the data collection phase from the authors.

### **Data Analysis**

All the data was transcribed and analyzed using thematic analysis. For the identification of codes and categories, the researchers followed the guidelines given by Braun and Clarke (2006). All the transcripts were initially viewed by the first author and the codes were generated by reading and re-reading the transcript of each focus group. These codes were then converted into initial themes. The codes and initial themes were then reviewed by the second author, who rechecked each code and theme by referring back to the original transcripts and making sure that all themes are grounded in the data. The reliability of the analysis was enhanced by the similarity in the codes generated by the first and

second authors (Creswell, 2013). The initial themes were then grouped into main themes (Braun & Clarke, 2006; Kim & Las Heras, 2012). To enhance the veracity and validity of analysis; data were reviewed through triangulation (Park & Kwon, 2019), where the third author regularly performed quality checks by cross-checking the codes, main and sub-themes.

#### ***Ethical Considerations***

The ethical consideration with regards to carrying out qualitative research was kept in view while conducting the research. The study was approved by the Institutional Review Board of the University of Central Punjab. Informed consent was obtained from each participant before conducting the focus group after informing them about the purpose of the study. They were also assured about the anonymity of the data collected for current research. Before the start of each focus group, the moderators spent a good 15 to 30 minutes developing rapport with the participants so that they feel at ease with the researchers and will be more open and willing to share their personal experiences and views about their fathers.

## **RESULTS**

### **Identified Themes**

In keeping with the research's aim to explore the changing patterns of fatherhood, a total of seven main themes were identified from the focus group interviews. Three themes were identified from the older cohort whereas four themes emerged from the focus group interviews conducted with the younger cohort. The themes are presented in table 1.

**Table 1**  
*Specifying themes and subthemes identified from the data*

<b>Groups</b>	<b>Main Themes</b>	<b>Sub-themes</b>
1)The older group (parents)	1)Authoritarian father	1.Making decision for children
		2.High expectations from children
		Strict disciplining tactics
	2.Emotionally distant, uninvolved father	1.Lack of concern for feelings
		2.Lack of understanding
		3.Emotionally non-expressive
	3.Father as provider	1. Fulfilling financial needs
		3.Taking care of the household and educational expenses
2) The younger group (students)	1)Authoritative father	1.Listening to children
		2.Being flexible, cool minded
		3.Ensuring discipline
	2)Emotionally available, nurturing father	1.Caring and supportive
		2.Concern for children's emotional needs
		3.Expressing love for children
	3)Father as provider	1.Fulfilling financial needs
		2)Taking care of the household and educational expenses
		3.Fulfilling demands of children
	4).Taking responsibility	1.Being always available for children
		2.Over-protective

**Themes generated from interviews with Older Cohort (Parents)**

***Authoritarian father***

The majority of the parents (n = 10) interviewed described their fathers as someone who was an authority figure in the house, whose directions were always followed or acted upon without question. Whatever my father said had to be done, if we (me and my siblings) dared to ask any questions we were scolded for being disrespectful" (participant 2, male). My father never gave us the choice to choose which subjects we can study in high school or college he decided everything for us from education to whom should we marry." (Participant 14, female)

Some participants (n = 8) also stated that their father had very high expectations from them in terms of education and moral values and no matter how hard they tried; they could never live up to his expectations. No matter how hard I tried to excel at my studies my father would look at my results and say you could have done better than this if other children can top in the class so can you." (Participant 5, male).

My father always preferred my elder brother over me who was more obedient, I, on the other hand, was a rule breaker so he never appreciated me as I could not live up to his expectations." (Participant 1, male)

The father was also considered a symbol of fear, whose sole responsibility was to discipline the child. Whenever we siblings would not listen to our mother, she would threaten us that she would inform our father and this threat worked as my father would start scolding and beating us without even listening to us." (Participant 3, male). Whenever I hear the sound of my father's car, I would go to my room along with my siblings and would tell them to not make much noise as father would get angry when we play or laugh in loud voices." (Participant 11, female). Whenever my teacher or a neighbor complained about my behavior to my father, he would beat me with a stick, as he believed that the only way to discipline a child is through punishment." (Participant 9, male)

***Emotionally distant, uninvolved father***

The majority of the participants (n = 12) reported their father as someone who was emotionally distant as he rarely expressed his love for his children, never tried to understand their feelings, or console them when they were crying.

Unlike my mother, I never heard my father tell me that he loves me.” (Participant 14, female). My father made me study medicine, I felt so disheartened by his decision and remained miserable throughout my studies, but none of this mattered to him and even if I would tell him about my situation, he would disregard my feelings by saying that I’m being childish.” (Participant 2, male) . My father never appreciated if he saw me crying as he believed crying was for the weak.” (Participant 7, male)

#### ***Father as Provider***

All the participants described their father as someone responsible for fulfilling the financial needs of the family. Fathers were responsible for taking care of all expenses related to household, education, and medical needs since mothers of the majority of the participants were housewives (n = 14). My father was the one taking care of all household expenses as my mother didn’t work.” (Participant 9, male) Whenever I would need money for a college or university event I would go to my father and he would always give me more money than I asked for.” (Participant 15, female). My father used to give me pocket money so that I can manage my day to day expenses related to my education.” (Participant 6, male)

#### **Themes generated from interviews with Younger Cohort (students)**

##### ***Authoritative father***

Unlike the older cohort, the majority of the participants (n= 14) in the younger cohort described their fathers as someone who would always listen to them and their opinion while making decisions.. While studying at the university I got the opportunity to participate in the dramatics club, my mother was against it but my father listened to my point of view and encouraged me to participate in it.” (Participant 27, female)

After I completed my A-levels I wanted to pursue a career in Psychology, while my father wanted me to do BBA, however, he did not impose his decision on me and was open to understanding why I wanted to pursue a career in psychology.” (Participant 18, male). Some participants (n = 8) mentioned that compared to their mother’s, their father always kept his cool and rarely lose his temper. . I have never seen my father yell or shout at us even if he had to scold us, he would do it in a calm demeanor.” (Participant 28, female)

However, some participants (n = 10) did mention that their father was the one ensuring discipline among the house as he was the head of the family and

everyone would listen to him. I was a very inquisitive and naughty child; my mother would keep on telling me to stop messing around with electronics and other breakable item but I wouldn't listen. However, one warning sound from my father would make me sit down and listen to my mother." (Participant 20, male). My father never scolded us or gave us any punishment; however, his disapproving look would make us behave." (Participant 26, female)

***Emotionally available, nurturing father***

Contrary to the older cohort, the majority of the participants (n = 15) described their father as a caring, kind and considerate individual, who would not shy away from expressing his feelings for his children. Once when I met with a small accident in front of him, he rushed towards me immediately and I saw tears in his eyes. He just wanted to save me and take away all my pain although it was a very small accident. This incident showed how sensitive and caring he is for me." (Participant 29, female)

Once I was crying without any reason, my father saw me crying. He thought my brothers must have made me cry so he came to me and hugged me saying that I am always with you." (Participant 30, female). The night before my father had left for another country due to his job, he called me before leaving for his flight. He hugged me and said I love you the most no matter where I am and I felt so calm." (Participant 21, male)

My father supports me in whatever I do, be it choosing major in studies, applying for internships or going out etc. He never forced me to do anything, but always supported me in making my own decisions. He motivated me for public speaking and even wrote my very first speeches. He gave me the confidence to pursue my passion and be who I am today" (participant 32, female)

***Father as provider***

Just like the older cohort, all the participants described their father as the one responsible for fulfilling expenses related to household expenditure, medical expenditure, and education of children. Even though some of them mentioned (n = 8) that their mothers are working women, still father was considered solely responsible for taking care of the financial needs of the family with mother contributing as much as she can to run the household expenses. My father supports me financially in every way, he has not only spent at my education but also fulfills my every wish be it going on a summer trip with friends to buying the latest model phone." (Participant 21, male)

My father worked hard throughout his life to provide us siblings with a better life and educational facilities so that we can excel in our lives. He still continues to do so, whenever I need money for any reason, I would ask him and he never refuses.” (Participant 30, female). Moreover, according to the majority of the participants (n = 15) fathers were also the ones who supported them financially in pursuing higher education, hobbies or recreational activities, etc.

I wanted to do my masters from a private university after completing my bachelors, my mother flat out refused saying that the university is very expensive. However, my father supported me and paid for all expenses incurred.” (Participant 33, female). I was selected by my college to go to Korea for table tennis, my father was fully supportive took care of all financial expenses so that I can pursue my dream.” (Participant 24, male)

### ***Taking responsibility***

Respondents in the younger cohort (n = 12) also mentioned that their father has always been there for them and protected them no matter what the situation be. Whenever they needed him for any kind of support be it getting out of trouble or taking a stand for them, he has always stood by their side.

I once landed in trouble bribing a police officer and was taken to the police station. He got me out of it and never brought the topic up again.” (Participant 19, male). My father always takes stand for me. He also supported me in my decision to go for a love marriage when the entire family was against my decision.” (Participant 20, male)

Once there was a family-related issue in which I wasn’t involved, however, everyone blamed me but my father stood by my side and said to everyone that I trust my son.” (Participant 17, male). Especially female participants (n = 7) mentioned that more than their mother, their father stood by their side whenever they needed support, especially in case of a joint family system where members of the immediate and extended family live together and intervene in all decisions made for the family members.

There was a time when I wanted to do something (personal) and nobody supported me not even my mother, only my father took a stand for me and supported me, as a result, I accomplished my goal.” (Participant 29, female). After I completed my graduation, I wanted to do a job, but some of the elders in my extended family didn’t agree to it. However, my father took a stand for me and gave me permission to pursue a career.” (Participant 33, female)

## DISCUSSION

In this study, the focus group interview technique was used to collect data regarding the changing role of fathers in the context of Pakistan. Detailed thematic analysis resulted in a total of seven themes, with three themes emerging from the focus group discussion of the older cohort, and four themes were identified from the focus group discussions of the younger cohort. The results are discussed in the light of existing literature in the area of parenting and family psychology.

Analysis of data obtained from the older cohort (parents' generation) resulted in generating three themes, the first theme identified was authoritarian father, as participants described their fathers as someone who was very strict and never took their input while taking decisions for them. This could be due to the social dynamics of Pakistan where fathers were and are considered the head of the family and decision-makers for the entire household. Their decision is considered final and unchallenging and mothers traditionally had little or no say in decisions made by the father with regards to household matters and matters related to children such as their education and marriage. Moreover, fathers were also responsible for ensuring the moral upbringing of the children by enforcing strict disciplinary rules and punishments including physical punishment. These results are also supported by (Bhamani, 2012; Freeman, 2008; Ho & Lamb, 1987; Pleck & Pleck, 1997).

The second theme identified was "emotionally distant" which meant that the father rarely expresses' his emotions or communicate with their children except to shout instructions or enforce discipline. This could be due to the reason that males in our society are not encouraged to express emotions that convey love and warmth such as hugging or expressing emotions through words except in case of anger. These results are also supported by Kazim (2014), who also states that traditional Pakistani fathers are not communicative towards their children and families, especially emotional expression such as cuddling or hugging, etc.

The third identified theme was "father as a provider", which meant that due to the patriarchal nature of Pakistani society where sex roles are segregated men were and to a larger extent still are considered solely responsible for taking care of all household expenses such as expenses related to day to day living expenditure, utility bills, children's education, medical expenses, expenses related to children's marriage, etc. They are assumed to take on the role of breadwinners while women are considered to take on the role of homemakers, it is only in the recent decade that the women participation in the labor force of

Pakistan has increased owing to economic pressures and the number of dual-earner couples has increased (Sarfaraz & Khalid, 2015). As a result, all the participants in the older cohort stated their father as the sole earner and breadwinner of the family. These results are also supported by existent literature (Bhamani, 2012; Cabrera et al., 1999; Lee Bryan & Ajo, 1992; Sarfaraz & Khalid, 2015)

Analysis of data obtained from the younger cohort leads to the identification of four main themes. The first theme was of an “authoritative father” who listens to his family and children and believes in participative decision making when it comes to decision-related to matters related to the family and household. However, as mentioned by the older cohort the younger cohort also agreed that their father is also responsible for maintaining discipline within the household but the methods used generally consist of making the children realize their fault by discussion rather than enforcing strict punishments. These results are also confirmed by other researchers (Campbell & Gilmore, 2007; Jung & Honig, 2000; Trifan et al., 2014).

The second theme defines the father as an “emotionally available and nurturing parent”, which in contrast to the description of fathers provided by the older age cohort. Participant in the younger age cohort described their father as someone who expresses his love for his children openly is supporting and caring and provides emotional support to the children. One reason for this as mentioned by some of the older participants is that individuals who had an emotionally distant father themselves made an intentional effort to be more emotionally available when they became fathers. These results are also confirmed by existing literature in the area of fathering, which supports the view that the role of the father over time has changed from an authoritarian, emotionally uninvolved to a nurturing parent (Bhamani, 2012; Dette-Hagenmeyer et al, 2014; Dick, 2011; Jeong et al., 2018; Lamb, 2000; Parke, 2000; Paschal et al., 2011; Trifan et al., 2014).

The third theme identified was “father as a provider”, which means that even in the case of the younger cohort fathers are solely responsible for taking care of the financial needs of the family. This role of fathers did not seem to significantly change from one generation to the next. Although participants in the younger cohort also had working mothers, still the main responsibility of fulfilling the economic and financial needs of the family was on the shoulders of the father. This could be due to the societal norms that place the burden of breadwinning on the husband’s shoulder, although over the years with the

increase in the number of working women, women have begun to share the burden of fulfilling the financial needs of the family. But still in the majority of Pakistani households' men are the main contributors to finances regardless of the working status of their wives. Similar results are reported by (Bhamani, 2012; Farooqui, 2019; Jeong et al., 2018).

The fourth theme was "taking responsibility," which meant that in addition to being physically present in the household men are now taking more responsibility when it comes to meeting the needs of their children be it emotional, psychological, or financial. The majority of the respondents in the sample mentioned that their fathers have been the ones who took a stand for them and had always been there for them when the need arises. These results are similar to the findings of research conducted by Paschal et al., (2011) on young fathers, where the central theme that emerged was that of an ideal father, who is a nurturer, provider and is always there for his family. Similar results have been reported by (Dick, 2011; Jeong et al., 2018). This could be due to the reason that father's in a Pakistani household enjoy a stronger status of being the head of the family and decision-maker due to patriarchal values that dominate our society. Moreover, the structure of most of the Pakistani households is large whereby parents in law live with their son and in case of the joint family system all the married sons live in the same household with their parents and decision making is influence by all the members (especially male members) living in the household. In such a situation, women generally are not involved in decision making or their opinion is considered secondary to the males of the house. Thus, to safeguard the interest of the family and their children it is the fathers who have to take a stand.

### ***Conclusion***

This research has provided an insightful view of the changing role of fatherhood in a patriarchal society like Pakistan, by incorporating the voices and perspectives of participants belonging from different generations. Research findings revealed that over the years father's role as a parent has undergone a paradigm shift. The role of the father in the family has relegated from the breadwinner, authoritarian, and disciplinarian. Today's father adores the nurturing role, they are enthusiastically contributing and involved in day to day basis. As a result the dominant, emotionally distant, and stubborn fatherhood was the picture described by the older cohort, whereas for the young cohort these pictures seem like a caricature. Young cohort describes their fathers as involved, caring, and engaged. Current research also has implications in the practice of

developmental and clinical psychology, since father' involvement positively impacts children's social and emotional development. Moreover, historically mothers were more engaged in child/adolescent oriented therapy practice due to their active role in a child's life, however, now clinical and conseling psychologist would be able to equally engage both mothers and fathers in improving therapy outcomes for children, adolescents and young adults.

#### ***Limitations and Recommendations***

The results of the current research should be interpreted in light of the following limitations. Firstly, the research was qualitative in nature therefore the results may not be generalizable; however, the research provides in-depth information regarding the changing role of fathers. Moreover, the data was only collected from an urban city with participants mainly belonging to middle socioeconomic status. Future researchers can extend the findings of this research by taking a sample of people belonging to other regions of Pakistan having diverse socio-economic status.

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