

ŁUCJA RECZEK-ZYMRÓZ
ORCID: 0000-0003-2487-7707
Uczelnia Państwowa
im. Jana Grodka w Sanoku



(DOI: 10.17460/PHO_2023.3_4.05)

WHAT IS THE MODERN FATHER LIKE? RESEARCH REPORT

INTRODUCTION

The 21st century in Europe considers two basic patterns of masculinity include: traditional, based on obedience and the lack of showing emotions, the other model – more contemporary, in which a man and a woman are partners in bringing up their child. Family is no longer associated with a sense of security and a mainstay of peace. Its stability is threatened by disintegration, conflictuality, the desire to emphasize its independence and partners' freedom and the lack of emotional ties. In new realities, a lot of families struggle with problems concerning consistency, division of domestic chores, and means to support. Modern fatherhood draws on tradition, but it is not a copy duplicated without a second thought. Men relate to their own personal model of fatherhood. Transformations within the paternity model have a complex socio-cultural background. The professional activity of parents affects the functioning of the family. Another specificity of work is also connected with the ambitions of women, who more and more often care about professional success. The effect of this is to share the responsibility for both the maintenance of the family and the performance of household and care duties by both partners (Biercy, 2019).

IMAGES OF CONTEMPORARY FATHER

Changes in a man's role in a family and social life led to a situation that nowadays we have to deal with „an erosion of fatherhood”. The contemporary crisis in this area is related to the transition from authoritarianism and paternalism characteristic of traditional fatherhood to the extreme of a father who is not

involved in the upbringing of a child. Adopting an indifferent attitude towards the offspring leads to many disturbances, including the sense of male identity in the current generation of sons. Typical/traditional features of the husband and father's role got obliterated by a partnership-based lifestyle. Today, a father's image as a wife's partner is functioning more and more often. He shares duties and privileges with her in a democratic way. Man is becoming a postmodern father, that is an androgynous parent, a father who mothers his child. Nowadays, the role of modern the father is imposed on the man, which has both father's and mother's features. It is about fulfilling the role of a father and another mother. Some men are not able to cope with this challenge. Some tasks may be too difficult for them. This situation causes concern, and evokes anger and feeling of confusion. The 20th century finishes with the crisis of male identity. Everything is shared by the father with the children, who are at the centre of the family. Management theory is no longer a basis of fatherhood. It becomes especially essential to prevent the situation when the mother takes over the father's function (Nagórny, 2001, p. 59–81). They were superior and subordinate within the group and included styles based on strength and legal conditioning, participatory styles, based on dialogue, cooperation and delegation of powers, and liberal styles, which include both positive variants of these styles (based either on the professionalism of employees or trust and willingness to be independent among individuals) and negative (for example, expressed in a lack of interest in the actions of children) (Jurczak, 2019, p. 110–113). Images of modern man are diverse, starting with delete an absent person, undertaking the task of supporting his family, doing a professional job, often far away from home, and ending with a father taking care of his child. This is also a father who left his family (a divorce) but his contacts are limited to alimony payments. This is also a father whose position, in connection with the importance of women in the economic sphere, was shaken. Therefore, he is confused and insecure. The common perception is that, on one hand, he should be strong and ambitious, on the other hand – caring and sensitive. At last, it is a dedicated father – participating in childbirth, and caring about children's things. This is a man, who fights, after the divorce, for the right to participate in his children's upbringing (Dudak, 2017, p. 117–130). There is also a model of the conscious and responsible father (taking part in a process of upbringing and care in a thoughtful and planned way), a pragmatic model of fatherhood (domination of financial function and professional career), an emotionally absent father (ensuring the decent material conditions, the lack of involvement in care and upbringing). This is also according to a responsible educator, whose relationship with the child is based on learning and improvement, but an imperfect caregiver, clumsy, whose fatherhood has overwhelmed.

A wise father should give his child maximum independence, a feeling of self-worth, and the possibility of finding his place in the family and social environment. Father's love is different from a mother's love, it is a mother who is a source of joy and happiness for a child on a no lesser scale than a father (Kwak, 2015, p. 11–27).

According to Kazimierza Pospiszyla The love of a father is demanding, it is based on the implementation of father's expectations by a child. Conditionality of such love takes into account the application of penalties and rewards and the disappearance of feelings, when a child does not follow the established norms. Father embodies the world of thoughts, discipline, duties, travels but not the omnipresent love and care. Men tend to use typization of behaviour due to their gender – they try to transfer their children some patterns and beliefs they represent, and they encourage and inspire in their children willingness to succeed and adapt to new surroundings (Pospiszyl, 2007, p. 20–30).

TASKS OF CONTEMPORARY FATHER

Currently, a father is a person who loves – bearing in mind the law in the aspect of marriage. Delete biological truth and actual situation, the most important is the last one. Contemporary man rejects dominance and he cooperates with a woman. This is a man who treats fatherhood responsibly as his life success (Arcimowicz, 2008, p. 228–239). A good father takes part in his child's life: he plays, talks, listens to his child, spends with him/her free time, shows and explains the world, shows feelings, gives the physical and emotional safety, and also satisfies the need for belonging, this is affiliation. By providing his child with a lot of experiences, a father allows him/her to develop, he discovers his/her talents. Taking care of himself, and acting well, a father shows his child the method of functioning (Krzysteczko, 2000, p. 145–161). A good father has a big interest in childcare, identifies with them, and is an example to be followed.

A wise father accepts the child's world, broadens the contact, he can talk about his weaknesses, accepts views, which are not a copy of his opinions, he cares about proper relations based on cordiality, openness, and availability. Father is responsible for shaping the sexuality and psychosexual child development. Son learns how to communicate with women, daughter acquires knowledge about self-respect. A good father, physically and mentally present in his child's life, knows all areas of the child's functioning, i.e. school, dreams, interests, and peers. He is the support and authority, giving the possibility to be independent (Braun-Gałkowska, 2001, p. 147–173).

THE METHODOLOGICAL BASIS OF RESEARCH

The aim of the research was to gain knowledge about the father's role in their early school-age children's life. The presented research results are part of a broader study. Research problems are concentrated on educational patterns, preferred by the youngest and the oldest fathers, upbringing methods transferred to the families by respondents, lack of respondents' relations with their fathers, people with whom children entrust their problems, and fathers' reactions to these troubles.

The entire research procedure was divided into two main stages. The first one was to develop the concept of research, which includes, among others, the choice of method. For this research work, a diagnostic survey with a research technique – a survey and a research tool – a questionnaire, were the most appropriate. A spreadsheet Open Office, version 4.1.7 enabled the designing and analysing the data obtained from respondents.

The research was done in 2018–2020 in Poland. The study covered 669 fathers: 270 from big cities (Warszawa, Gdańsk) and 399 from medium-sized (Tarnów, Opole). The age of the study fathers' population was: 25–35 years – 175 respondents, 36–45 years – 414, 46–55 years – 29. The group of 7 respondents did not specify their age. The greatest number of respondents had a higher education qualification, 214 respondents had secondary education, 105 fathers had basic/professional education, and 13 respondents did not select any education at all. The number of children in a family is as follows: 135 parents had 1 child, 403 respondents – 2 children, 131 – 3 and more. Only 7 fathers did not indicate the number of children in the family. The group of 470 fathers specified financial conditions as good, 144 – very good, 11 – insufficient and 44 respondents did not provide the data. For the purposes of this study, a group of the youngest and oldest fathers surveyed was analyzed.

ANALYSIS OF OWN RESEARCH RESULTS

Family is a specific social group, which strives to provide a happy childhood, caring about meeting all needs – biological, mental, material, and social. On the basis of links and relations with parents, we can explain further fate, taken decisions, and justify people's behaviour. In order to ensure a strong educational foundation, parents use patterns drawn from, among others, family homes. Building good relations with parents is not easy because parents are burdened by experiences from their own childhood. The way how parents perceive their years of childhood is the key to understanding the relationship between them and their children. That is why the first question asked to the studied population of fathers was about authorities who are being sought by them to bring up their children. (table no.1)

Table 1.
According to contemporary fathers, people being authorities as far as raising children

the whole according to age		my father	my mother	my siblings	my colleague/ friend	nobody	other people
25	35	32,41%	30,34%	2,07%	0,00%	42,07%	8,97%
35	40	30,15%	37,40%	1,91%	2,29%	41,98%	9,92%
45	50	28,95%	34,87%	5,26%	1,97%	40,79%	13,82%
50	55	30,36%	44,64%	5,36%	1,79%	35,71%	7,14%
a medium-sized city		my father	my mother	my siblings	my colleague/ friend	nobody	other people
25	35	32,93%	26,83%	2,44%	0,00%	43,90%	12,20%
35	40	28,76%	39,87%	1,96%	0,65%	41,18%	10,46%
40	45	29,90%	37,11%	5,15%	2,06%	40,21%	14,43%
45	50	37,84%	54,05%	2,70%	2,70%	24,32%	8,11%
a big city		my father	my mother	my siblings	my colleague/ friend	nobody	other people
25	35	31,75%	34,92%	1,59%	0,00%	39,68%	4,76%
35	40	32,11%	33,94%	1,83%	4,59%	43,12%	9,17%
40	45	27,27%	30,91%	5,45%	1,82%	41,82%	12,73%
45	50	15,79%	26,32%	10,53%	0,00%	57,89%	5,26%
the whole according to education		my father	my mother	my siblings	my colleague/ friend	nobody	other people
vocational		22,58%	40,86%	2,15%	1,08%	43,01%	5,38%
secondary		30,37%	34,58%	3,74%	0,47%	39,72%	8,88%
higher		32,64%	35,61%	2,37%	2,37%	40,95%	13,35%
the whole according to city size		my father	my mother	my siblings	my colleague/ friend	nobody	other people
a medium-sized city		30,58%	38,85%	3,01%	1,00%	38,85%	12,03%
a big city		29,63%	32,22%	2,96%	2,22%	43,33%	8,89%
the whole according to number of children		my father	my mother	my siblings	my colleague/ friend	nobody	other people
1		32,59%	42,96%	3,70%	0,74%	37,78%	9,63%
2		29,28%	34,00%	2,73%	1,74%	43,18%	10,67%
3		31,45%	35,48%	2,42%	1,61%	34,68%	12,10%

Source: own research.

As the research indicates, a significant number of both, the youngest (42,1%) and the oldest (57,9%) fathers do not have authority in terms of children's upbringing. The slogan about the collapse of authorities in many areas is frequently referenced and it is reflected also in terms of parenting. Changes, which have occurred in families, are revolutionary, m.in. (atomization of families, lack of authorities) cause fathers to lose their way in educational matters. The studied fathers population (especially the oldest, with vocational education) often indicated their own mothers, less often fathers (respondents with higher education) as people being a model for educational matters. The city size inhabited by respondents was the point of modulation of research results. Respondents from big cities more often could not indicate authority in terms of upbringing than the group living in smaller cities. Undoubtedly, living in big cities is connected with family atomization, which causes a closure to contacts inter alia with grandfathers.

Another issue concerned actions, which studied fathers' population considered as a value transferred from their family home to their own families. Respondents declared (table no. 2) that they transferred from their family home mainly conversations with children (mainly fathers with 1 child) and consistency in behaviour (mainly fathers with higher education with 3 children). Patterns concerning spending free time with children are indicated by the group of the oldest fathers with higher education with 1 child. Punishment, which was noted mainly by respondents with higher education with 3 children, is rarely a pattern to follow in respondents' home.

Table 2.
Upbringing activities transferred from family home to own families by contemporary fathers

the whole according to age		conversation	consistency	spending time together	punishment
25	35	6,90%	6,21%	2,07%	3,45%
35	40	8,02%	4,96%	4,20%	2,29%
40	45	7,89%	5,26%	1,97%	3,29%
45	50	8,93%	5,36%	5,36%	3,57%
a medium-sized city		conversation	consistency	spending time together	punishment
25	35	7,32%	3,66%	2,44%	1,22%
35	40	5,23%	7,19%	5,23%	2,61%
40	45	9,28%	6,19%	1,03%	3,09%
45	50	8,11%	5,41%	5,41%	2,70%
a big city		conversation	consistency	spending time together	punishment
25	35	6,35%	9,52%	1,59%	6,35%
35	40	11,93%	1,83%	2,75%	1,83%
40	45	5,45%	3,64%	3,64%	3,64%
45	50	10,53%	5,26%	5,26%	5,26%

the whole according to education	conversation	consistency	spending time together	punishment
vocational	8,60%	3,23%	3,23%	1,08%
secondary	8,88%	5,14%	1,87%	2,34%
higher	8,01%	6,53%	4,15%	3,86%
the whole according to city size	conversation	consistency	spending time together	punishment
a medium-sized city	7,77%	6,02%	3,51%	2,76%
a big city	8,89%	4,44%	2,59%	3,33%
the whole according to number of children	conversation	consistency	spending time together	punishment
1	11,11%	4,44%	5,19%	1,48%
2	8,19%	5,21%	2,73%	2,98%
3	4,84%	7,26%	2,42%	4,84%

Source: own research.

Table 3.
Lacks of respondents' relations with their fathers (questionnaire/survey)

the whole according to age	understanding	spending time together	warmth	conversation	learning support	nothing was missing	others
25 35	17,24%	36,55%	15,17%	21,38%	12,41%	38,62%	4,14%
35 40	14,12%	39,69%	12,21%	23,66%	12,21%	29,77%	3,05%
40 45	11,84%	42,11%	13,82%	20,39%	14,47%	35,53%	0,00%
45 55	16,07%	37,50%	16,07%	12,50%	16,07%	35,71%	0,00%
a medium-sized city	understanding	spending time together	warmth	conversation	learning support	I did not need anything more	others
25 35	21,95%	31,71%	17,07%	24,39%	9,76%	40,24%	4,88%
35 40	16,34%	40,52%	12,42%	25,49%	7,84%	28,76%	2,61%
40 45	10,31%	38,14%	11,34%	19,59%	11,34%	38,14%	0,00%
45 55	10,81%	32,43%	10,81%	2,70%	13,51%	40,54%	0,00%
a big city	understanding	spending time together	warmth	conversation	learning support	I did not need anything more	others
25 35	11,11%	42,86%	12,70%	17,46%	15,87%	36,51%	3,17%
35 40	11,01%	38,53%	11,93%	21,10%	18,35%	31,19%	3,67%
40 45	14,55%	49,09%	18,18%	21,82%	20,00%	30,91%	0,00%
45 55	26,32%	47,37%	26,32%	31,58%	21,05%	26,32%	0,00%
the whole according to education	understanding	spending time together	warmth	conversation	learning support	I did not need anything more	others
vocational	9,68%	48,39%	10,75%	17,20%	18,28%	23,66%	2,15%
secondary	14,08%	40,38%	13,62%	20,66%	14,08%	31,46%	2,82%
higher	17,58%	37,88%	16,36%	23,64%	13,03%	35,45%	1,82%

the whole according to city size	understanding	spending time together	warmth	conversation	learning support	I did not need anything more	others
a medium-sized city	15,79%	38,35%	13,53%	21,80%	11,28%	33,58%	2,01%
a big city	14,07%	42,96%	15,19%	21,48%	17,78%	31,85%	2,22%
the whole according to number of children	understanding	spending time together	warmth	conversation	learning support	I did not need anything more	others
1	11,85%	41,48%	11,85%	20,00%	15,56%	27,41%	2,96%
2	14,89%	40,94%	14,64%	22,83%	13,15%	34,74%	1,49%
3	19,35%	37,10%	16,13%	20,97%	14,52%	32,26%	3,23%

Source: own research.

When asked what was missing in their relations with fathers (table 3), the group of the youngest 38,6% and the oldest respondents 35,7% answered that they missed nothing. Just as often, respondents from both age groups underlined that they missed mainly the time spent together with their fathers. Lack of understanding and warm and joint talks were indicated mainly by the youngest respondents from smaller cities and the oldest ones from big cities. Displays of affection, and warmth, have become a recognizable sign of contemporary fathers, which proves the change in fathers' functioning over the last 50 years. Respondents' education allows us to conclude that respondents with higher education more often indicated a lack of understanding, joint talks, and warm, whereas respondents with vocational education mainly missed the time spent together with their fathers.

Table 4.
The amount of time devoted to early school-aged children by fathers remove the table

the whole according to age	Up to 1 hour	about 2 hours	more than 3 hours	only on holidays	I have no time at all	no response	
25	35	20,69%	37,93%	33,79%	4,14%	1,38%	2,07%
35	40	17,18%	39,69%	35,11%	6,49%	0,38%	1,15%
40	45	19,74%	42,11%	33,55%	1,97%	0,66%	1,97%
45	55	23,21%	37,50%	35,71%	1,79%	1,79%	0,00%
a medium-sized city	to 1 hour	about 2 hours	more than 3 hours	only on holidays	I do not have time at all	no response	
25	35	20,73%	40,24%	32,93%	3,66%	0,00%	2,44%
35	40	20,26%	36,60%	33,99%	7,19%	0,00%	1,96%
40	45	20,62%	48,45%	27,84%	0,00%	1,03%	2,06%
45	55	16,22%	37,84%	40,54%	2,70%	2,70%	0,00%

a big city		to 1 hour	about 2 hours	more than 3 hours	only on holidays	I do not have time at all	no response
25	35	20,63%	34,92%	34,92%	4,76%	3,17%	1,59%
35	40	12,84%	44,04%	36,70%	5,50%	0,92%	0,00%
40	45	18,18%	30,91%	43,64%	5,45%	0,00%	1,82%
45	55	36,84%	36,84%	26,32%	0,00%	0,00%	0,00%
the whole according to education		to 1 hour	about 2 hours	more than 3 hours	only on holidays	I do not have time at all	no response
vocational		24,73%	30,11%	36,56%	7,53%	0,00%	1,08%
secondary		17,76%	38,79%	34,58%	6,07%	0,93%	1,87%
higher		17,51%	42,73%	34,72%	2,97%	0,89%	1,19%
the whole according to city size		to 1 hour	about 2 hours	more than 3 hours	only on holidays	I do not have time at all	no response
a medium-sized city		19,80%	40,60%	33,08%	4,26%	0,50%	1,75%
a big city		17,78%	38,15%	36,30%	5,93%	1,11%	0,74%
the whole according to number of children		to 1 hour	about 2 hours	more than 3 hours	only on holidays	I do not have time at all	no response
1		19,26%	38,52%	36,30%	2,96%	1,48%	1,48%
2		18,86%	39,45%	34,99%	4,47%	0,50%	1,74%
3		20,16%	39,52%	31,45%	8,06%	0,81%	0,00%

Source: own research.

Lack of time was a significant allegation of both the youngest and the oldest respondents in terms of fathers. Therefore, respondents were asked how much time they had devoted to their children; 37,93% the youngest; 37,50% the oldest respondents declared about 2 hours daily. On average, 1/3 of respondents, regardless of age, declare that they spend 3 hours with children a day.

Respondents' age, in this case, was not the point of modulation of research results. Exceptional compatibility in these declarations can provide an answer to the lacks that respondents experienced from fathers in family homes (table 4).

Table 5.
According to fathers, people who are told about problems by children

the whole according to age		me	Mother	siblings	grandparents
25	35	40,69%	85,52%	4,14%	2,76%
35	40	41,22%	91,22%	3,05%	3,05%
40	45	44,74%	92,76%	3,29%	1,97%
45	55	39,29%	91,07%	5,36%	3,57%
a medium-sized city		me	Mother	siblings	grandparents
25	35	43,90%	84,15%	6,10%	4,88%

35	40	40,52%	92,81%	2,61%	2,61%	
40	45	45,36%	94,85%	2,06%	2,06%	
45	55	40,54%	91,89%	5,41%	2,70%	
a big city		me	Mother	siblings	grandparents	
25	35	36,51%	87,30%	1,59%	0,00%	
35	40	42,20%	88,99%	3,67%	3,67%	
40	45	43,64%	89,09%	5,45%	1,82%	
45	55	36,84%	89,47%	5,26%	5,26%	
the whole according to education		me	mother	siblings	grandparents	
vocational		34,41%	87,10%	2,15%	4,30%	
secondary		37,85%	89,72%	2,80%	4,21%	
higher		44,81%	90,50%	2,67%	2,08%	
the whole according to city size		me	mother	siblings	grandparents	
a medium-sized city		41,60%	90,73%	3,26%	3,51%	
a big city		39,63%	88,89%	3,33%	2,22%	
the whole according to number of children		me	mother	siblings	grandparents	
		1	46,67%	91,11%	0,00%	5,19%
		2	39,70%	89,33%	3,47%	1,99%
		3	36,29%	90,32%	6,45%	4,03%

Source: own research.

People, who are told about problems by children, according to respondents (the youngest and the oldest fathers) are mainly mothers, regardless of territorial habitat, number of children, and respondents' education as well. According to 40,7% the youngest; 39,3% the oldest of the studied fathers' population, children entrust their worries and problems to fathers. It is worth noting that in this group fathers with higher education and 1 child most often indicate themselves. Grandparents remain on the margins whom children entrust their problems to, for example, due to a lack of living together of many generations, which is a sign of our times.

Table 6.
Early school – age children's fathers' reactions to their problems remove the table

the whole according to age		nothing happens	I talk to a tutor	I talk to the child about this problem	I take advice from a specialist
25	35	11,72%	15,86%	81,38%	6,21%
35	40	12,98%	18,32%	82,44%	5,73%
40	45	11,84%	19,74%	80,26%	7,89%
45	55	5,36%	21,43%	78,57%	8,93%

a medium-sized city		nothing happened	I talk to a tutor	I talk to the child about this problem	I take advice from a specialist
25	35	12,20%	18,29%	81,71%	8,54%
35	40	9,15%	13,73%	86,93%	2,61%
40	45	9,28%	14,43%	77,32%	5,15%
45	50	5,41%	18,92%	78,38%	5,41%
a big city		nothing happened	I talk to a tutor	I talk to the child about this problem	I take advice from a specialist
30	35	11,11%	12,70%	80,95%	3,17%
35	40	18,35%	24,77%	76,15%	10,09%
40	45	16,36%	29,09%	85,45%	12,73%
45	50	5,26%	26,32%	78,95%	15,79%
the whole according to education		nothing happened	I talk to a tutor	I talk to the child about this problem	I take advice from a specialist
vocational		9,68%	8,60%	68,82%	0,00%
secondary		10,75%	14,95%	78,97%	3,27%
higher		12,76%	22,26%	84,27%	9,79%
the whole according to city size		nothing happened	rozmawiam z wychowawcą	I talk to the child about this problem	I take advice from a specialist
a medium-sized city		9,52%	15,54%	81,45%	4,76%
a big city		14,07%	22,22%	78,89%	8,52%
the whole according to number of children		nothing happened	I talk to a tutor	I talk to the child about this problem	I take advice from a specialist
1		5,93%	18,52%	82,96%	5,19%
2		14,89%	19,60%	78,41%	6,45%
3		5,65%	13,71%	83,06%	7,26%

Source: own research.

Dominant reactions to problems of their children for the youngest 81,4% and the oldest 78,6% respondents are conversations with children about their troubles. Such actions increase with the level of respondents' education. Conversations with children's tutor were rare and mainly made by respondents with higher education, from big cities, having 1 or 2 children. Problems of early school-age children are marginalized by a few respondents, mainly by the youngest fathers with 2 children. Taking advice from a specialist is also rare, which indicates that children's problems can be solved in the family or such a problem is marginalized.

Summarizing selected research problems, it can be concluded that fathers, both the youngest and the oldest, highly value (4,4; 4,3) their relations with early school-age children, which confirms the changes that have taken place in the mentality of men.

SUMMARY

It is worrying that there is a lack of authorities or parental models, to which could be appealed and draw inspiration to form relationships with children (regardless of age, education and place of residence). The research indicates that fathers, who are first teachers of their sons, find advice on educational issues from their mothers. Educational activities, which respondents transfer to their homes are mainly talks with children, (indicated mainly by fathers with 1 child) that are in demand in contemporary families. Consistency in the proceedings was raised mainly by fathers with higher education and 3 children, which seems natural with a larger number of children. The punishment present in the family homes of the respondents is not a reference point for modern upbringing. This opinion is shared by the vast majority of respondents regardless of age, education and place of residence.

The deficiencies that respondents notice in relationships with their own fathers are mainly the deficit of being with them, therefore they try not to let their children experience it. They declare they spend with children about 2 hours a day. This seems insufficient, which is reflected in the research conducted by K. Dzwonkowska-Godula. Fathers themselves admit in their statements that 2 hours is not enough to educate.

Most trusted people, to whom early school-age children confide their problems are mainly mothers, but if they are fathers, it is a conversation which is the most common reaction for these situations. Fathers find their relationship with their children well.

What is modern is the conviction about the necessity of the father's involvement in the care of the child, not limiting oneself to the role of a strict educator and "occasional" care of the child, but interchangeable, taking care of the offspring together with the child's mother. These men treated the division of roles not as an eternal order, but as the result of negotiations, agreements between partners. It should also be emphasized that fathers openly spoke about their feelings towards the child: about unconditional (Dzwonkowska-Godula, 2011, p. 124).

BIBLIOGRAPHY

Arcimowicz K. (2003), *Obraz mężczyzny w polskich mediach. Prawda – fałsz – stereotyp*, Gdańsk: GWP.

Biercy M. (2019), *Nowe wzory ojcostwa w Polsce*, Warszawa: Wydawnictwo Borgis.

Brown-Gałkowska M. (2008), *Psychologia domowa*, Lublin: Wyd. WAM.

Dudak A. (2017), *Obraz ojca w zmieniającej się rzeczywistości społecznej*, „Pedagogika Społeczna” nr 2 (64).

Dzwonkowska Godula K. (2011), *Ojcostwo jako instytucja i doświadczenie w świetle młodych wykształconych ojców*, „Acta Universitatis Lodziensis”, Łódź: Wydawnictwo Uniwersytetu Łódzkiego.

Krzysteczko, H. (2016), *Ojcem być i stawać się*, w: E. Ogrodzka-Mazur, G. Błahut, T.B. Chmiel, (red.), *Współczesne ojcostwo. Konteksty kulturowe, pedagogiczne i prawne*, Toruń: Wyd. Adam Marszałek.

Kwak A. (2015), *Współczesna rodzina – czy tylko problem struktury zewnętrznej?* w: I. Taranowicz, S. Grotowska (red.), *Rodzina wobec wyzwań współczesności. Wybrane problemy*, Wrocław: Oficyna Wydawnicza Arboretum.

Nagórny J. (2001), *Posłannictwo ojca w kontekście współczesności*, w: D. Kornas-Biela (red.), *Oblicza ojcostwa*, Lublin: Towarzystwo Naukowe KUL.

Pospiszyl K. (2007), *Ojciec a wychowanie dziecka*, Warszawa: Wyd. Akademickie „Żak”.

Pulikowski J. (2002), *Warto być ojcem. Najważniejsza kariera mężczyzny*, Poznań: Inicjatywa Wydawnicza Jerozolima.

Sosnowski T. (2011), *Ojciec we współczesnej rodzinie*, Warszawa: Wyd. Akademickie Żak.

What is the modern father like? Research report

Summary

Aim: The aim of the article is to indicate how modern fatherhood is implemented in the era of the new reality. Father does not have to maintain the family, he does not have to conquer, defend, but he should bring up the young generation well in a new reality, many families have to face different problems connecting the consistency in a family and upbringing issues. Modern fatherhood can be realized in different ways.

Methods: In the research carried out using the questionnaire (interview) 699 fathers (aged 25–55) of early school-age children took part. The research was carried out in Poland between 2018 and 2020.

Results: This article describes research results on educational models which are preferred by the youngest and the oldest fathers of early school-age children, educational methods transferred to the families by respondents, lack of relations with their fathers, people to whom children confide their problems and fathers' reactions to children's troubles.

Conclusions: Despite many changes in the role of the father in the family, he still remains an open to the world for his children, which completes the educational process of the young generation.

Keywords: early school-age child, family, father, fatherhood.