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Family Environment, Family Structure, and Personality Traits of Adult Children

Michelle A. Rallins
Eastern Illinois University
This research is a product of the graduate program in Clinical Psychology at Eastern Illinois University. Find out more about the program.

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Family Environment, Family Structure, and Personality Traits of Adult Children

BY

Michelle A. Rallins

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts in Clinical Psychology

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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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Date

Thesis Director

Date

Department/School Head
Family Environment, Family Structure, and Personality Traits of Adult Children

Michelle Rallins

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Abstract

There have been several studies on the long-term impact of divorce on children; however, there have been relatively few studies on the personality characteristics of adult children of divorce. This study investigates the personality traits and family environments of young adults from varied family structures. College students (n = 75) completed the Personality Research Form (PRF-E) and the Family Environment Scale (FES) and demographic forms. A multivariate of analysis (MANOVA) was conducted. The results revealed no significant differences in regard to personality or family environments between young adults from intact families and divorced families. There were, however, marginal differences in regard to the PRF-E achievement subscale and the FES organization subscale. Results and implications of the study are discussed.
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Today, for many families, divorce is a reality. According to 1996 data from the National Center for Health Statistics, “over one million divorces occur annually in the United States” (Knox & Schacht, 1997, p. 453). This means that a large number of divorces are occurring that ultimately change many American families. Divorce can be a life-changing event for both the parents and the children. Divorce results in a change in the family structure which may or may not have long term effects on the child. Many of the things that the child has grown accustomed to in his or her life are changed by divorce. In fact, there are many potential psychological side effects of divorce on the child.

The effects of parental divorce have been the focus of various empirical studies. Research has focused on variables associated with psychological well-being among adult children of divorce such as self-esteem (Garber, 1991), intimate relationships (Johnston & Thomas, 1996; Wallerstein, 1987) feelings of optimism and trust (Franklin, Janoff-Bulman & Roberts, 1990), and depression (Wallerstein 1987; Drill, 1987). The literature, however, is inconclusive in determining if divorce has a negative effect on children’s development—there are studies that report negative divorce effects and studies that do not find such effects. In spite of the many areas of research that have been done comparing the psychological well being of children from intact families and those from divorced families, there have been only a few that have compared adult children of divorce and their non-divorced cohorts on personality dimensions.
Psychological Well-being of the Adult Child of Divorce

Amato and Keith (1991); cited in Knox & Schacht, 1997, found that adult children of divorce have lower levels of psychological well-being (depression, low life satisfaction), family well-being (low marital quality, divorce), socioeconomic well-being (educational attainment, income, and occupational importance) and physical health.

Franklin, Janoff-Bulman and Roberts (1990) found that young adults from divorced and intact families did not report significantly different scores on a depression measure; this suggests that adult children of divorce are no more likely to experience depressive symptoms than young adults from intact families. Franklin et al. (1990) also indicated that adult children of divorce and young adults from intact families are not different in regard to their trust beliefs with two exceptions. Young adults from divorced homes tend to be less optimistic about marriage and have beliefs that indicate that they may trust a future spouse less than young adults from intact families (Franklin et al., 1990). A 1987 study by Wallerstein supports the traditional view where the effects of divorce are negative. Wallerstein reports that in a ten-year follow up of 131 children, whose parents divorced in the children’s latency period, most felt sad and needy and have a sense of vulnerability (Wallerstein, 1987). These adolescents expressed anxieties about intimate relationships, marriage, and future relationships, and a sense of having been insufficiently nurtured and encouraged during their years growing up and an overall sense of their own powerlessness (Wallerstein, 1987). Stevenson and Black (1995) state that, “the results of research comparing groups who have or have not experienced parental divorce are inconsistent; thus we should not presently conclude that parental divorce necessarily increases the likelihood of clinical depression” (p. 116). Drill (1986) found that
depression was related to the subject’s perception of the parents rather than the divorce itself.

Bolgar, Zweig-Frank, and Paris (1995) found that greater interpersonal problems in young adult children of divorce were over-control and submission, with other variables measuring factors such as intimacy, sociability, assertiveness, submissiveness, responsibility, and controlling. If the child feels she or he had little control over the divorce, the adult child attempts to over-control other areas of his or her life (Bolgar et al., 1995). It is also implied that the difficulty of submission factor may be associated with the need for over-control that extends to non-intimate and collaborative relationships (Bolgar et al. 1995). Subgrouping the young adults by childhood divorce experiences did not identify problems with sociability, assertiveness, or over responsibility but did find that they have problems with intimacy (Bolgar et al., 1995). Parental discord, prior to and after divorce, was associated with the young adults being too controlling in their interpersonal relationships, and mother’s interference with the child-father relationship was connected to greater problems with intimacy (Bolgar et al., 1995). Another study by Johnston and Thomas (1996) suggests negative effects of divorce on children’s relationships. Their results found that children of divorce share attributes that hinder initiation of intimate relationships such as fear of rejection and lack of trust. Also, those who perceive that their intimate relationships are risky will trust their partners less than those from intact homes (Johnston & Thomas, 1996). In addition, there is an implication that the divorce effects the level of trust the child holds for their parent. More specifically, the study found that those children from divorced homes trust their parents less than those from intact families (Johnston & Thomas, 1996).
In addition, Franklin et al. (1990) also evaluated perceived parental conflict and discovered that "continual high conflict appeared to affect generalized trust" (p. 752). This indicated that those young adults from "high conflict" families had more difficulties trusting others. Holdnack (1992) surveyed adult children of divorce and found that parental divorce has a long-term effect on family relations. The study "suggests parental divorce negatively influences the children's self-esteem when the divorce interrupts the emotional closeness between the children and the parents" (Holdnack, 1992). Evans & Bloom (1996) found that women whose parents divorced had significantly lower self-esteem and significantly less secure attachment styles than women from intact families. Men from intact families exhibited more traditional sex-role orientations, lower internalization locus of control and ego identities that were significantly more negatively impacted than those whose parents had been divorced. Evans and Bloom (1996) suggested that this may be the case because "men whose parents are in intact marriages appear to pattern themselves after their parents to such an extent that they may not be as sensitive to generational changes in the character of valued marital relationships as men who are forced to cope with the divorce of their parents" (p. 86).

Other researchers have found that there are no significant long-term negative effects that are present in adult children of divorce. Barkley and Procidano (1989) administered measures of interpersonal dependency, perceived social support, locus of control, social desirability, assertion skills and depression and found no significant differences between college students from divorced and intact families in exception to the factor of assertiveness. College students from divorced families had more assertive attitudes. In addition, Dunlap & Burns (1995) administered measures of self-image,
depression, and anxiety to adolescents from both intact and divorced families in 1982 and again in 1992 and found no significant differences between the two groups.

Family Functionality

In addition to the research on the effects of divorce on children, researchers are also identifying factors such as the functionality of the family as predictors of adjustment. Researchers have suggested that dysfunctional families have negative characteristics such as conflict, negativity, lack of support, and non-authoritative parenting that heighten the effects of divorce on the child's adjustment (Hetherington, Bridges, & Insabella, 1998). If divorced families are functional (e.g. harmonious, warm, and authoritative), then the differences between the adjustment of children in these families and those from intact families would be less significant (Hetherington et al., 1998). Unfortunately, in many cases, children from non-intact families also have non-functional family structure. “Research on the relationships between family members in non-divorced families and stepfamilies supports the family process hypothesis, suggesting that, in large part, it is negative, conflictual, dysfunctional family relationships, between parents and children, and siblings that account for differences in children’s adjustment” (Hetherington et. al., 1998, p.179). A study by Garber (1991) indicated that adult children’s general and social self-esteem is affected by interparental conflict whereas there was no relationship found between family structure and general or social skills. The Garber (1991) study and other studies as cited by Stevenson and Black (1995) are finding results that imply that the family’s functioning is a more telling variable than family marital structure alone. Stevenson and Black (1995) state that “the effects of interparental conflict, in varying amounts, upon child adjustment have been studied both for never-divorced and divorced
families. Generally, parental conflict increases the likelihood of behavioral problems and of adjustment difficulty for children” (p. 31). Parental conflict tends to affect children’s adjustment no matter if they are from intact or divorced families. Children whose parents remain together, even though they tend to have chronic conflict, are not spared from negative emotional reactions, nor will a divorce necessarily remove the child from a stressful environment if the conflict persists (Stevenson & Black, 1995). Burt, Cohen, & Bjork (1988) cited in Holdnack, 1992 found that psychological adjustment was significantly correlated to scores on the family environment scale; the child’s perception of conflict in the home and interpersonal control was related to negative psychological effects for the child. This finding may indicate that how the family interacts may have a more important relationship to negative psychological effects in adult children than the marital status of the parents.

**Stages of Divorce: Psychological Tasks for the Child of Divorce**

It has been reported that children of divorce must go through some challenging psychological tasks if they are to adjust to their parent’s divorce. Wallerstein (1983) has theorized six psychological tasks that children of divorce must learn to master (Kaslow & Schwartz, 1987). “The first task is the acknowledgement of the reality of the marital separation, which may involve fears of abandonment and/or ego regression” (Kaslow & Schwartz, 1987, p. 158). The second task requires that the child disengage from the parental conflict so that customary activities can be resumed (Kaslow & Schwartz, 1987). Wallerstein claims that the inability to disengage is associated with lower learning achievement, higher dropout rates from school and acting-out behavior. It has been noted that continual enmeshment is associated with depression, indecisiveness and feeling torn
since being loyal to one parent may cause baseless feelings of disloyalty to the other parent (Kaslow & Schawartz, 1987). The third task is to learn to deal with the cessation of family traditions, the loss of one parent on a daily basis, and the possible feelings of rejection and being unloved (Kaslow & Schwartz, 1987). The fourth task, resolution of anger and self-blame tends to increase some children’s inability to believe in the legal concept of no-fault divorce. According to Wallerstein, “divorce characteristically gives rise to anger at the one parent who sought divorce or both parents for their perceived self-centeredness or unresponsiveness to the wishes of the child to maintain the intact family” (1987, p. 239). The fifth task is to accept the reality of the divorce, which tends to be easier for older children. The final task involves gaining realistic beliefs regarding the potential for the child’s own future relationship (Kaslow & Schwartz, 1987). Wallerstein concludes that young adults may shy from or fear romantic relationships “because of the recurrence of the residues of sadness, anger, and anxieties about intimate and would-be permanent relationships at critical times during their adult years” (Kaslow & Schwartz, 1987, p. 158).

Despite the many methods of research investigating divorce effects there has been little research that has focused on the personality components of the adult child of divorce. The following section will describe some of the work that has been done with regard to adult children of divorce and personality development.

**Personality Characteristics of Children of Divorce**
Borkhuis and Patalano (1997) gathered MMPI profiles of adolescents age 15 to 18. They found that adolescents from divorced families showed greater signs of overall emotional distress, depression, pessimism about the future, anxiety, somatic symptomatology, agitation, irritability, and aggression and alienation. Wigle and Parish (1989) examined the influence of parental divorce and gender of college students on the Sixteen Personality Factor Questionnaire second order personality factors (Extroversion, Anxiety, Tough Poise and Independence). A multivariate analysis of variance (MANOVA) was conducted with the responses from the 16PF as dependent measures. It was discovered that there were significant differences between groups centered upon the student’s level of anxiety. There were no significant differences in anxiety scores between students from intact families and those from divorced families. However, those students from divorced families in which one parent or both parents remarried scored lower on the anxiety measure than those students from divorced and intact families. The authors suggest that young adults from divorced families where a parent remarries may demonstrate a lack of motivation. According to Wigle and Parish (1989) “the low group mean may be due to a lack of motivation for difficult tasks as is generally shown in studies relating to anxiety to achievement” (Wigle & Parish, 1989, p. 111). A similar study by DuToit, Nel, and Steel (1993) where South African young adults were studied using similar methodology used in the Wigle and Parish (1989) yielded that there are significant differences between the anxiety scores of men and women. The men in this sample demonstrated higher anxiety scores than women. These researchers also found that the anxiety scores of the individuals from divorced-non remarried families and divorced-remarried families were significantly lower than those from intact families.
Billingham and Cutera (1997) studied a different measure of personality and divorce. These investigators were interested in assessing if parental divorce predisposed narcissistic personality development. Baker and Baker (1987) (as cited in Billingham & Cutera, 1997) suggest that narcissistic personality disturbances may result from narcissistic injuries caused by an "incongruent or conflicting match between the parent's and the child's temperaments and serious limitations of the parent's ability to validate the child to "mirror" accurately to the child and lastly, to idealize the child" (p. 87). It is proposed that divorce can potentially cause the parent to become self-involved, or distracted from the child's needs. Billingham and Cutrera (1997) set out to discover if there was a relationship between narcissistic personality development and the adult child's family structure based on this theory. Students were given the Narcissistic Personality Inventory (NPI) (Raskin and Hall, 1979) which includes subscales that assess concepts such as authority, exhibitionism, exploitativeness, entitlement, self-sufficiency, vanity, and superiority. Analyses indicated that there were no differences between students from divorced families and those from intact families on any of the seven subscales of the NPI.

In summary, research conducted on the personality traits of adult children of divorce has aided in developing additional insights into the possible effects of divorce. As stated before, the research in this area has been limited, thus the intent of this study was to assess the personality of college students from divorced and non-divorced families.

This study furthered explores the perceived current family functioning of adult children to evaluate the social environment (i.e. cohesion, expressiveness, conflict, etc.)
of the current family and the current family structure (i.e. current marital status). There have been no studies, which have focused on the relationship between measured personality traits of the adult child of divorce and their perceptions of their family environment. The study is exploratory and no specific hypotheses were tested.

Method

Participants

The participants were 90 undergraduate students who volunteered from the undergraduate research pool in the psychology department at Eastern Illinois University. Of these, eight were excluded from the analysis on the basis of either high infrequency scores on the PRF-E or failure to complete the surveys. A further seven were excluded on the basis of parental marital status non-relevant to the current purpose. These students indicated that their parental marital status fit some other category than intact, divorced or divorce-remarried (e.g. adoption, being raised by relative other than parent, etc). The remaining 75 (36 men and 39 women) ranged in age from 18-37 ($M = 19.45$, $SD = 2.34$). The parental marital status of these participants included: 57 participants from intact families, 5 participants from divorced, non-remarried families, and 13 participants from divorced-remarried families. The last two groups were collapsed into an overall “divorced” parental marital status group. The ethnic breakdown of the subjects showed a majority Caucasian sample ($n=62$) with the following additional ethnicities represented: African-American ($n=8$), Asian/Pacific Islander ($n=1$), Latino ($n=2$), Native-American ($n=1$), non-specified ethnicity ($n=1$). The majority of the participants were freshmen ($n=43$), with 17 sophomores, 11 juniors, and 4 seniors completing the participant pool.
The variable of age at the time of divorce was excluded in the analysis because several of
the subjects failed to complete the demographic form for age.

Materials and Procedure

Personality Research Form-E. The Personality Research Form-E were utilized to
assess non-clinical personality traits. The PRF is a self-report measure that indicates
broadly relevant personality traits that are considered descriptive of the general
population (Jackson, 1984). The PRF has 21 subscales which include: abasement (i.e.,
degree of humility), achievement (i.e., aspiration to accomplish difficult tasks), affiliation
(i.e., effort to maintain relationships), aggression (i.e., tendency to enjoy argument and
combat), autonomy (i.e., enjoying freedom from restraints, or obligations), change (i.e.,
avoiding routine and predictability), cognitive structure (i.e., tendency to dislike
ambiguity or uncertainty), defendence (i.e., prepared to defend self against real or
imagined harm), dominance (i.e. desires to control environment), endurance (i.e.,
perseverance), exhibition (i.e., engaging in behavior that gains attention from others),
harm avoidance (i.e., avoidance of risky activities), impulsivity (i.e., tends to act without
deliberation), nurturance (i.e., tends to give sympathy and comfort), order (i.e., tends to
be concerned with organization), play (i.e., easy-going, light-hearted attitude), sentience
(i.e. sensitivity to many forms of experiences), social recognition, (i.e., tends to work for
approval and recognition from others), understanding (i.e., desires understanding in many
areas of knowledge), and desirability (i.e., describes self in terms considered desirable).
In addition to these scales there is also a scale, infrequency, which measures if the test
taker responded in an implausible or random manner. Specifically, this study will use the
Personality Research Form (E) which was designed to measure “... characteristics that
are most important and relevant to a wide variety of areas of human functioning” (Jackson, 1984, p.4), to determine if there are significant differences in personality traits between children of divorce and those from intact families.

**Family Environment Scale.** The Family Environment (FES) was used to assess the subject’s family’s functionality. The FES is a self-report measure that assesses how family functions at the current time. The FES measures “the social-environmental characteristics of all types of families” (Moos & Moos, 1984, p.1). In other words, it measures the general family climate. This study will use Form R of the FES, which measures individual’s perceptions of their family environment (Moos & Moos, 1984). The subscales include cohesion, conflict, expressiveness, independence, achievement orientation, active recreational orientation, moral-religious emphasis, organization, control, and incongruence. These subscales are described by Moos & Moos (1984) with the following definitions:

- **Cohesion** is the degree of commitment, help, and support family members provide for one another. **Expressiveness** is the extent to which family members are encouraged to act openly and express their feelings directly. **Conflict** is the amount of openly expressed anger, aggression, and conflict among family members. **Independence** is the extent to which family members are assertive, are self-sufficient, and make their own decisions. **Achievement Orientation** is the extent to which activities are cast into achievement-oriented or competitive framework. **Intellectual Cultural Orientation** is the degree of interest in political, social, intellectual, and cultural activities. **Active-Recreational Orientation** is the extent of participation in social and recreational activities. **Moral-Religious**
Emphasis is the degree of emphasis on ethical and religious issues and values. Organization is the degree of importance of clear organization and structure in planning family activities and responsibilities. Control is the extent to which set rules and procedures are used to run family life. (Moos & Moos, 1984, p. 2).

Informed consent and confidentiality forms were provided at the time of participation. Participants also completed a demographic form that included: age, gender, race, and parental marital status, and participants’ ages at the time of divorce, as well as the PRF-E and FES. The participants also received a debriefing statement after completing the testing materials (See Appendices A-C).

Results

Multivariate analyses of variance (MANOVAs) were performed on the data; as noted above, no specific hypotheses were tested and results at the .10 levels will be reported. Parental marital status (intact or divorced) was the between-subjects variable. The 32 total subscales of the FES and the PRF-E served as dependent measures of family environment and personality. The means and standard deviations of scaled scores by marital status are given in tables 1 and 2. The MANOVA revealed no significant effect of parental marital status for any of the subscales of either the FES or the PRF-E (p > .05). However, two results were significant at the p < .10 level. First was the effect of parental marital status on the FES organization subscale, $F(1, 73) = 3.36, p = 0.07$; subjects from intact families scored marginally higher on organization ($M = 51.1$) than subjects from divorced families ($M = 43.8$). Second was the effect of parental marital status on the PRF-E subscale of achievement, $F(1, 73) = 2.94, p = 0.09$; students from
divorced families scored higher on the achievement subscale ($M = 49.6$) than the students from intact families ($M = 44.9$).

**Discussion**

The purpose of this study was to ascertain if there were personality differences between college students from divorced and intact families. A secondary purpose of the study was to determine if student's perception of family functionality differs as a result of parental marital status. The subjects who participated in the study did not demonstrate significant differences in personality as a function of the type of family in which they were raised. Also, the subjects did not demonstrate differences in perception of family environment as a function of parental marital status. In other words, these results can be interpreted that adult children of divorce do not differ significantly with regard to personality than adult children from intact families. In addition these findings indicate that adult children of divorce also do not have significantly different family environments than those adults from intact families. However, it should be noted that there was a marginally significant effect on the family environment organization subscale and the personality subscale of achievement.

The participants from intact families scored higher on the organization subscale of the Family Environment Scale. The FES definition of the subscale is "the degree of importance of clear organization and structure in planning family activities and responsibilities" (Moos & Moos, 1984, p.2). This finding is consistent with the Holdnack (1992) study, which indicated that subjects from divorced families perceive their families as less close and less organized than subjects whose parents remain intact. The current study's finding may indicate that children of divorce report having a less organized
family with regards to planning family functions and responsibilities. This may be because of confused parental roles due to unclear, undecided upon, or conflicted responsibilities. As a result of there being two parental homes, divorced families may have separate functions and activities where an intact family may have only one. Parental responsibilities may not be as structured as they were before the divorce. Parents may disagree on visitation, custody or the permanent residence of their child(ren), and who should pay for particular expenses.

Wigle & Parish (1989) found that subjects from divorced families where one or both parents remarried had lower anxiety, which they associated with low motivation. The results of the current study are inconsistent with these findings since subjects from divorced families, including subjects with both remarried and non-remarried parents, show marginally higher achievement scores on the PRF-E. The differences in results may be due to the difference in the measure and sample size. Wigle & Parish's theory that anxiety, as measured by the 16PF, is a measure of motivation may be inconsistent with the PRF-E's measure of achievement.

Similar to the findings in the present study, Hetherington (1988; as cited in Berman, 1991) found that children from divorced families assumed more responsibility, independence, and power in decision making than children from intact families. Berman suggests that some adult children of divorce aspire to achieve because they acquired self-sufficiency and independence as a result of the divorce. A possible rationale for the development of this self-sufficiency involves the child(ren) having been left in a single-parent home where the custodial parent, typically a single mother, may have required the child(ren) to take on more responsibilities around the home. Berman (1991) also claims
that, in many cases, ambition is also an important factor for the child of divorce. Berman (1991) suggests that the basis of the aspirations of adult children of divorce is “to affirm the dedication of parents who remained supportive of them” (p.66).

Barkley & Procidano (1989) found that college students whose parents had divorced had higher assertiveness scores than students from intact families. The authors of this study suggested that the reason that college students from divorced families were more assertive was due to overcompensation as a defense strategy. Barkley & Procidano cite a positive side to this overcompensation, however. They suggest that assertiveness can prove to be an advantage for adult children of divorce, in comparison to their intact counterparts since assertion creates a more effective coping capacity for the transition into adulthood. This position regarding overcompensation theory may also relate to the present study’s finding that adult children of divorce have marginally higher achievement scores than those college students from intact families.

Limitations

Several limitations of this study should be noted. One of the most important was the small sample size. Only 75 protocols were eligible for analysis, which affected the power of the statistical analysis. Another limitation was the small representation of students from divorced and divorced-remarried families. This was due to the nature of the selection process. The small sample from divorced and divorced-remarried families limited the possibility of effectively investigating the differences between these groups. In addition, the sample was not diverse with regard to age or of race. Eighty-three percent of the subjects were Caucasian and most subjects were freshmen, with the mean
age of 19.5. Thus these particular demographics, the sample does not appear to be representative of the general population.

Recommendations for Future Research

The results of this study suggest that future research on the subject of the personality dimensions of adult children of divorce and their family functionality are necessary to further understand the dynamics of these variables. Since there have been few studies on this subject, further exploration is needed.

A larger and more diverse sample, outside of the limits of a college student population, is recommended for a study that would investigate personality and family functionality in regard to divorce. Because family structure is so complicated, many subjects will be needed to represent the many types of family groups that can be compiled. Not many families are easily categorized into clear groups to be analyzed, thus various permutations of family structures (including step-families, single parent homes, other non-traditional families, etc.) ensure that realistic comparisons can be made. A study with a large enough sample may be able to compare these groups more effectively than the current study.

As previously suggested, it is possible that achievement is an important factor for adult children of divorce. Future studies may investigate how divorce ties to achievement, motivation, and ambition and explore how these traits are manifested.
References


### Table 1

**Mean Scaled Scores (Standard Deviations) for the PRF-E.**

<table>
<thead>
<tr>
<th>PRF-E Scales</th>
<th>Intact</th>
<th>Divorced</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abasement</td>
<td>47.3 (10.5)</td>
<td>48.3 (10.7)</td>
<td>47.5 (10.5)</td>
</tr>
<tr>
<td>Achievement</td>
<td>44.9 (10.4)</td>
<td>49.6 (8.4)</td>
<td>46.0 (10.1)</td>
</tr>
<tr>
<td>Affiliation</td>
<td>55.0 (9.3)</td>
<td>53.8 (9.2)</td>
<td>54.7 (9.2)</td>
</tr>
<tr>
<td>Aggression</td>
<td>55.8 (10.7)</td>
<td>55.6 (8.7)</td>
<td>55.7 (10.2)</td>
</tr>
<tr>
<td>Autonomy</td>
<td>44.8 (9.1)</td>
<td>48.1 (8.7)</td>
<td>45.6 (9.1)</td>
</tr>
<tr>
<td>Change</td>
<td>46.5 (10.1)</td>
<td>49.9 (9.7)</td>
<td>47.3 (10.1)</td>
</tr>
<tr>
<td>Cognitive Structure</td>
<td>47.2 (9.8)</td>
<td>50.8 (7.7)</td>
<td>48.1 (9.4)</td>
</tr>
<tr>
<td>Defendence</td>
<td>53.8 (9.3)</td>
<td>54.3 (9.6)</td>
<td>54.0 (9.4)</td>
</tr>
<tr>
<td>Dominance</td>
<td>51.0 (8.8)</td>
<td>54.2 (10.7)</td>
<td>51.8 (9.3)</td>
</tr>
<tr>
<td>Endurance</td>
<td>45.3 (10.2)</td>
<td>44.6 (9.4)</td>
<td>45.1 (9.9)</td>
</tr>
<tr>
<td>Exhibition</td>
<td>52.7 (9.1)</td>
<td>53.7 (9.1)</td>
<td>53.0 (9.1)</td>
</tr>
<tr>
<td>Harmavoidance</td>
<td>45.2 (9.9)</td>
<td>48.7 (10.7)</td>
<td>46.0 (10.2)</td>
</tr>
<tr>
<td>Impulsivity</td>
<td>54.7 (9.5)</td>
<td>57.3 (8.9)</td>
<td>55.3 (9.4)</td>
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<td>55.3 (7.1)</td>
<td>54.1 (8.9)</td>
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<td>46.9 (8.3)</td>
<td>45.7 (8.9)</td>
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<td>Play</td>
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<td>57.8 (8.9)</td>
<td>58.7 (7.5)</td>
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<td>45.8 (8.1)</td>
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<td>Desirability</td>
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<td>48.1 (8.8)</td>
<td>48.9 (9.9)</td>
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</table>
Table 2

Mean Scaled Scores (Standard Deviations) for the FES.

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<th>FES Scales</th>
<th>Intact</th>
<th>Divorced</th>
<th>Overall</th>
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<td>48.9 (16.4)</td>
<td>53.1 (14.0)</td>
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<td>48.3 (12.3)</td>
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<td>49.1 (12.0)</td>
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<td>55.6 (9.4)</td>
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<td>44.7 (13.6)</td>
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<td>Control</td>
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<td>50.4 (11.6)</td>
<td>51.9 (12.1)</td>
</tr>
</tbody>
</table>

Note. ICO = Intellectual-Cultural Orientation, ARO = Active-Recreational Orientation, and MRE = Moral-Religious Emphasis.
Appendix A

Demographic Form

Age: __________

Sex: ___Male ___Female

Ethnicity:
___ African-American
___ Asian/Pacific Islander
___ Hispanic
___ Native American
___ White/Caucasian
___ Other (please specify): ________________

Educational Status: ___Freshman ___Sophomore ___Junior ___Senior
___ Graduate Student ___ Other (specify) ________________

Please state your current parental marital status:

Are your original parents still together? ___Yes ___No (If no, please proceed to the following questions.)

If no, is this due to: ___Death of parent(s) ___Divorce ___Legal Separation
___Single parent household/Never married

How old were you when the death/divorce/separation occurred? __________

Are one or both of your parents remarried? ___Yes ___No

State your age at your mother's remarriage ___ (___Check here if your mother is not remarried)

State your age at your father's remarriage ___ (___Check here if your father is not remarried)

Additional Comments/Explanations:
Appendix B

Debriefing

Thank you for your participation in this study. The purpose of this study is to investigate the relationship of personality among students who have personally experienced divorce in their family and among students whose family has remained intact. This study also explores the perceptions of students related to how their divorce and intact families function.

If the materials you have completed have created some discomfort with you personally, I would recommend contacting the Counseling Center on campus (581-3413) for assistance. If you have any questions regarding the study, please feel free to contact the principal investigator, Michelle Rallins, (Phone # 581-2430) or Dr. Bill Kirk, Psychology Department (Phone #: 581-2127).
Appendix C

Informed Consent

I agree to participate in this study entitled "Family Environment, Family Structure, and Personality Traits of Adult Children." The entire experiment will take approximately 90 to 120 minutes. During this time you will complete two different questionnaires and a demographic form.

I understand that I am free to withdraw from this study at any time without penalty. I understand that this study is not expected to cause risks greater than those normally encountered in everyday life. I understand that all material will be kept confidential and that my anonymity will be maintained with regards to the data obtained from my participation.

I have read and understood the above statement and give my consent to participate in this study.

Signature: ____________________________  Date: __________