

AN ABSTRACT OF THE THESIS OF
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Title: THE EFFECTS OF PARENTAL DIVORCE ON LIFE
SATISFACTION AMONG COLLEGE STUDENTS

Abstract Approved: Cooper B. Holmes

The effects of parental divorce and professional help on life satisfaction were investigated to determine differences among college students ($N = 159$) from three groups: students from intact families, students from nonintact families who received professional help, and students from nonintact families who did not receive professional help. Life satisfaction was divided into low, medium, and high levels.

Results of a one way analysis of variance indicated there was no significant difference in life satisfaction existed among students from intact families, students from nonintact families who received professional help, and students from nonintact families who did not receive professional help. Results of a chi square analysis indicated there was no significant difference in level of life satisfaction existed between students from intact families and students from nonintact families who did not receive professional help.

Additional research was suggested to further investigate differences in the intensity of the family breakdown as it pertains to levels of life satisfaction.

different developmental stages of parental divorce needs further study. Also, how time and parental divorce effect life satisfaction on children of divorce warrants further research.

THE EFFECTS OF PARENTAL DIVORCE ON LIFE
SATISFACTION AMONG COLLEGE STUDENTS

A Thesis

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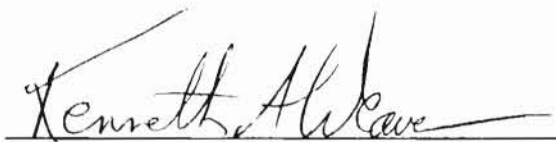
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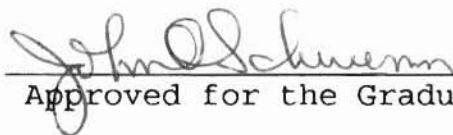
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CHAPTER 1

INTRODUCTION

How children have been affected by divorce has become an important topic of research over the past 20 years. This is in relationship to the rising divorce rate. Researchers have recognized the potentially powerful and pervasive impact divorce has on the family members. Two studies clearly conclude that social intervention at the time of family breakdown is critical to family members' social and emotional well-being (Parish, 1981; Wallerstein & Kelly, 1977).

It is increasingly recognized that children's adjustment to divorce is influenced by many environmental and social factors (Felner, Farber, & Primavera, 1980, 1983; Hetherington, Cox, & Cox, 1979; Kurdek, 1981). Therefore, identifying these variables and how they operate is now a central task for divorce researchers (Felner, 1984). This paper will focus on the three variables of therapy, social support, and life satisfaction, and how they relate to children of divorce.

Life satisfaction effects how people relate to themselves and their environment which is important to their everyday functioning. Research has suggested that children from divorced families are more likely to have a lower level of adult life satisfaction. Perhaps these children need therapy and/or social support to help resolve their feelings during childhood, which may improve their level of life

satisfaction in later years.

Research shows that children of divorce are affected in various ways and their reactions differ widely to this life transition (Barkley & Prociando, 1989; Hetherington et al. 1979; Wallerstein & Kelly, 1974, 1975, 1976, 1977, 1980). Little literature pertains to children of divorce and life satisfaction in adulthood. More research on therapy and social support and how it affects children of divorce exists, but the combination of these topics and young adults' life satisfaction are not investigated in one study. This could be a result of fewer adult children of divorce seeking therapy years after the divorce because they have learned to cope with their parents' divorce, or no one has studied it because people did not seek therapy.

Children of divorce have more problems than their counterparts who have always lived in two-parent families (Farber, Primavera, & Felner, 1983). Although many children of divorce exhibit serious adjustment problems, the literature seems to be contradictory. Children's adjustment is influenced by many environmental factors. Therapy and social support involving children from nonintact families are two identifying variables (Wolchik, Ruelman, Braver, & Sandler, 1989) that have been given particular emphasis in models of divorce. The purpose of this study was to investigate differences in levels of life satisfaction among young adults from intact families, nonintact families who

received therapy or social support during or after the parental divorce, and nonintact families who did not receive therapy or social support during or after parental divorce.

This study may help clinical psychologists, parents, and young children who in adulthood plan to attend college and have their own family. Therapists and parents need to know whether therapy and social support will effect children. Perhaps if intervention programs are used by families at this time of disruption, children will have a more positive attitude about their future concerning their own spouses and children.

Divorce creates havoc in a child's life (Franklin, Janoff-Bulman, & Roberts, 1990; Hetherington et al., 1979; Kurdek, 1981; Wallerstein & Kelly, 1974, 1975, 1976, 1977, 1980), and finding the effects it has on a young adult's life satisfaction is important. Alpert-Gillis (1989), Gwynn and Brantley (1989), Oppawsky (1989, 1991), and Wolchik et al. (1989) have found that therapy and social support positively effect children's coping strategies; however, research dealing with the effects of family structure, therapy, and social support on young adults' life satisfaction have not been investigated. Hence, this relevant study will benefit clinical psychologists by allowing them to examine whether therapy positively effects children of divorce and their level of life satisfaction in young adulthood.

Intervention methods for children of divorce can be incorporated into the mental health system. Perhaps if preventive methods are employed by clinical psychologists, children from nonintact families will better prepare themselves for their future families and lifestyles and have a better view of their primary families.

Literature Review

Life satisfaction refers to a cognitive judgmental process. Judgements of life satisfaction are dependent on a comparison of a person's circumstances with appropriate standards (Pardeck et al., 1991). Life satisfaction deals with how content people are with their existence. Life satisfaction affects how they relate to themselves and their environment which is important to a person's everyday functioning.

The divorce rate in the United States has increased in the past several decades causing a rising number of children to live in single parent households. According to the National Center for Health Statistics, in 1988 only 61% of American children younger than 18 lived with both of their biological parents. Eleven percent lived in a one-parent household headed by the biological mother who was formerly married to the child's father. Another sizable group of children, 9% of the total, lived with their biological mothers and a nonbiological father (Zill, Morrison, & Coiro, 1993).

The family plays a critical role in human development as well as life satisfaction (Pardek, 1989). According to a family systems perspective, children from divorced families are more likely than their counterparts to have a lower level of life satisfaction during adult years. Lower levels of life satisfaction can occur if the frustration, anger, family pressures, and responsibilities as well as other psychological or emotional problems are not dealt with at the time of divorce and family breakdown. Two studies conclusively show that social intervention at the time of divorce is critical to family members' social and emotional well-being (Parish, 1981; Wallerstein & Kelly, 1977).

Pardek et al. (1991) found students from nonintact relative to intact families had a lower level of life satisfaction. Their result is consistent with a family systems perspective suggesting that family breakdown and psychological well-being are negatively related.

Family breakdown creates a highly stressful life transition for older adolescents and young adults and presents adjustment problems in their relationships with others (Farber et al., 1983). Kulka and Weingarten (1979) analyzed the results of two large national surveys conducted in 1975 and 1976. They concluded from these correlational studies that intact and nonintact families have a significant impact on the psychological well-being of children. They found adult children of divorce reported

being more vulnerable to stress, showed instability in their marriages, and had a weaker investment in the parenting role. In contrast, Parish and Wigle (1985) found no significant difference in the self-evaluation of undergraduates from intact and nonintact families. However, members of the nonintact group rated their parents significantly less favorably.

The findings of Wallerstein and Kelly (1974, 1975, 1976, 1980) are probably the most widely cited on children of divorce. Their longitudinal study of children from preschool to adolescence investigated a wide variety of effects due to the breakdown of the family. These effects included anger, sadness, guilt, withdrawal, depression, and anxiety about marriage.

Although two-parent families have the most favorable outcomes, they should not always be preserved, especially if abuse is involved. Single parent families does not mean that all divorced families are dysfunctional. Barkley and Prociando (1989) found that college students from nonintact relative to intact families were more assertive. College students from nonintact families may have adapted well to their family relationships although a wide variation in children's responses to divorce exists. Some children are better off with one parent families, especially if parental discord is ongoing. Determinants of a child's ability to cope include the intensity of the family breakdown, whether

or not the child is uprooted from friends and classmates, and the child's temperament (Hetherington, Stanley-Hagon, & Anderson, 1989).

The longitudinal data from the National Survey of Children indicated negative effects of parental divorce were evident 12 to 22 years later. These effects included poor relationships with both mothers and fathers, dropping out of high school, seeking professional psychological help, and high levels of problem behavior. Overall, children whose parents remarried did not experience a protective effect, but some amelioration among those who experienced early disruption occurred (Zill et al., 1993). Kennedy (1989) found differences in reported family satisfaction among groups of college students of different social class, family form, and length of time away from home. Differences were not found among students of different ages, races, birth order, marital status, or size of home community. However, students from intact families expressed more family satisfaction than did those students from nonintact families such as single-parent and blended families.

Franklin, Janoff-Bulman, and Roberts (1990) conducted two studies to examine the long-term impact of parental divorce on beliefs about the self and others. In Study 1, students whose parents had divorced were less optimistic about the success of their own future marriages than those from intact families. In Study 2, assumptions about the

benevolence of people were explored in terms of trust beliefs. College-age children of divorce reported less generalized trust of a future spouse, and less optimism about marriage than a matched sample of students from intact homes.

Researchers have examined several social relationship factors, such as the quality of the relationship with the custodial and noncustodial parents, degree of contact with noncustodial care-givers, and the amount of social support. The data indicate that children of divorce with higher quality relationships with their parents fare better than do children with poorer relationships (Wolchik et al., 1989). Researchers studying children in other situations besides divorce concluded that support from family and non-related adults is significantly positively related to emotional and school adjustment. However, support from peers has been found to be nonsignificantly or negatively related to school and emotional adjustment (Bryant, 1985; Cauce, Felner, Primavera, & Ginter, 1982). For children of divorce, support from family may be important in facilitating one of the prime adaptive tasks following the divorce which is learning to restructure the family patterns (Felner et al., 1980). However, support from people outside the family, except peers, may be helpful in a different way because these people are less personally involved and may be able to provide an outside perspective (Johnson, 1985).

Oppawsky (1989) examined views from children of divorced parents. She found a reduction in parental fighting and yelling after the parents moved apart. This reduction afforded the children a release from tension and stress and gave them peace and quiet, stability, harmony, decrease in fear, and improved academic achievement. Also, interaction with one or both parents improved, and sibling cohesion increased.

Oppawsky suggested nonintact families need counseling to prevent psychological damage, repair damage already created, and help the child's normal growth to adult years. Therapy focusing on changing faulty family interactional patterns to functional ones may help more than treating the individual.

Roisblatt, Garcia, Maida, and Moya (1990) divided children of divorce who were considered healthy by teachers and families into a control group and a group that went to a workshop. This workshop offered an understanding of divorce while providing an experience of working with therapists who were able to deal with the issues of divorce. The children stated that the workshop had taught them to express their feelings and to understand some aspects of divorce. The parents observed the children were more willing to talk and considered them to be more mature and independent after the workshop. Eight months later, children in this study were interviewed by a child psychologist who did not know which

children of the study had been in the experimental group or the control group. The children attending the workshop had a greater ability to express their thoughts and feelings related to the separation but felt more sadness and believed they had more problems than the control group. However, their approach was more realistic compared to the control group. The control group denied feelings of guilt or neediness and showed more anger towards their situation.

In an integrated treatment model for children of divorce, Schermann (1985) identified the child, family, support systems, and value systems within the community as four elements of a model for intervention with children of divorce. By making a child's environment more accepting and consistent, this model can help remove some of the confusion facing children of divorce.

Alpert-Gillis (1989) developed and implemented a 16-week intervention program for 52 second and third grade children of divorce. These children were compared with 52 divorce controls and 81 children from intact families on child, parent, and teacher measures of adjustment. Based on multiple perspectives, the experimental group improved significantly more than the nonprogram group. This suggests that the intervention enhanced children's ability to cope with parental divorce.

Gwynn and Brantley (1987) investigated the effectiveness of a primary prevention educational support

group for children of divorce. They used 60 children aged 9 to 11 years and paired on time since parental separation and sex. The children participated in eight weekly group sessions while the controls attended regular classes. The children in the program completed pre- and posttest measures of depression, anxiety, divorce information, and feelings about divorce. Group intervention resulted in significant decreases in depression, anxiety, and negative feelings about divorce. This study also suggested that preventive group interventions result in improved adjustment outcomes for children of divorce.

To intervene soon after the award of custody has been granted may head off some of the problems which children of divorce are reported to have up to 10 years after the divorce of their parents (Wallerstein, 1987). According to Solomon (1991), the critical time is between the third and sixth month after the court has awarded custody of the child. Until that period the custodial parent has always perceived the child in a positive light because the parent has been focusing on other issues and now sees the child acting out which causes many communication problems. By communicating in the sheltered environment provided by the therapist, the parents and children learn constructive ways to solve problems and communicate more effectively with one another. The following three variables have been recognized as having a powerful effect on children's adjustment

following divorce: child-rearing practices, parental satisfaction with their own child rearing performance, and the quality of the parent-child relationship (Guibaldi, Perry, & Cleminshaw, 1986).

Oppawsky (1991) used children's drawings in therapy as a new and innovative way to understand the problems of children of divorce. This therapeutic process divides the children's pictures into rational comprehension and abstract thought that benefits the child during therapy. Through art the child can reveal concerns much sooner than the usual verbal counseling.

The research on the effects of divorce on children is controversial. According to some views, overcoming the loss of the intact family and the acquisition of new ways of relating to family members who no longer live together can only take place over time. The child cannot achieve them alone. Research pertaining to children from nonintact families and therapy and social support has found children from nonintact families who receive therapy and/or social support are more able to express their feelings and to understand some aspects of parental divorce. Perhaps, if family is the social matrix in which its members are nourished, society can focus on children from separated families with a preventive view.

The focus of this study was on whether or not life satisfaction was effected by parental divorce and

professional help. The study tested the hypotheses that young adults from nonintact relative to intact families would have significantly less life satisfaction and young adults from nonintact families who received professional help would have significantly greater life satisfaction in comparison to young adults from nonintact families who did not receive professional help.

CHAPTER II

METHOD

The purpose of this study was to investigate life satisfaction of young adults who have always lived in intact families and young adults who have lived in nonintact families. Differences between students who are from nonintact families who either received or did not receive formal therapy or social support were also investigated to examine level of life satisfaction.

Participants

Students ages 18 through 24 from intact and nonintact families who were enrolled in Introductory Psychology and Developmental Psychology courses at Emporia State University in Emporia, Kansas participated ($N = 159$). Students from intact families were those whose parents were never divorced ($n = 108$). Students from nonintact families were those whose parents had divorced regardless of subsequent remarriage, besides previous literature indicates remarriage does not lessen the effects of parental divorce. The sample of students from nonintact families was divided into two groups, those who received professional mental health care during and after the parental divorce ($n = 9$), and those who did not receive such treatment ($n = 42$). The average age of the sample was 20 years ($SD = 1.07$). The average age at divorce for those students who received mental health intervention at the time of parental divorce was 9.44 years

(SD = 4.64). The average years since parental divorce was 10.00 (SD = 5.03). The average age at divorce for those students who did not receive mental health intervention was 7.57 years (SD = 5.51) and averaging 12.33 years (SD = 5.34) since parental divorce.

The sample was predominantly Caucasian (92% Caucasian, 1.8% African American, 3.8% Hispanic, 1.8% American Native Indian, and .6% other, that included Pacific Islander) and consisted of 115 women and 44 men. Gender has not been shown to be a critical variable in this type of research (Pardek et al., 1991); therefore, it was not considered in this study.

Instrument

The Satisfaction With Life Scale (SWLS) designed by Diener, Emmons, Larsen, and Griffin (1985) was used along with demographic information and questions pertaining to professional help. The complete questionnaire is in Appendix A. The SWLS involves participants rating each of five statements on a seven point continuum from 1 (strongly disagree) to 7 (strongly agree). Examples include the following statements: "In most ways my life is close to ideal," "I am satisfied with my life," and "If I could change my life over, I would change almost nothing."

The SWLS has been found to be valid for measuring global life satisfaction (Diener et al., 1985) and has demonstrated favorable psychometric properties, including

high internal consistency and high temporal reliability. It is also suited for use with different age groups. Scores can range from 5 to 35 with high scores reflecting a high level of life satisfaction and low scores indicating great dissatisfaction (Pardek et al., 1991).

Procedure

Permission from Emporia State University Institutional Review Board for Treatment of Human Subjects was granted. A sign-up sheet was posted for volunteers from Introductory Psychology and Developmental Psychology courses to sign-up for one of six group meetings at different times on different days. At each meeting an introduction was made concerning the nature of the study. The consent document was read aloud to the participants, explained, and collected (see Appendix B for instructions). Completed questionnaires were separated into three groups: students from intact families, students from nonintact families who received formal mental health intervention, and students from nonintact families who did not receive formal therapy.

CHAPTER III

RESULTS

Life satisfaction scores from participants from intact families, nonintact families who received professional help, and nonintact families who did not receive professional help were obtained. These scores were used to investigate differences among the three groups.

The mean life satisfaction score for the intact group was 25.62 with a standard deviation of 5.64. Participants from nonintact families who received professional help had a mean life satisfaction score of 23.78 with a standard deviation of 4.47. Participants from nonintact families who did not receive professional help had a life satisfaction score of 24.00 with a standard deviation of 6.16 (see Table 1). The one-way analysis of variance performed on the life satisfaction means did not reveal significant differences among groups, $F(2, 159) = 1.46, p > .05$.

Levels of life satisfaction were divided according to SWLS scores into three categories: low = 5 through 14, medium = 15 through 24, and high = 25 through 35. These levels are based on the lowest and highest possible scores and were divided by three. The intact group consisted of 5 participants in the low satisfaction category, 34 participants in the medium category, and 69 participants in the high category. The nonintact with professional help group consisted of 0 participants in the low category, 6

Table 1

Mean Life Satisfaction Scores and Standard Deviations of
Participants From Intact Families and Nonintact Families Who
Received and Did Not Receive Professional Help

	<u>n</u>	Mean Life Satisfaction Score	Standard Deviation
Intact	108	25.62	5.64
Non-intact with Professional Help	9	23.77	4.47
Non-intact without Professional Help	42	24.00	6.16

participants in the medium level, and 3 participants in the high category. The nonintact group without professional help consisted of 5 participants in the low category, 12 participants in the medium category, and 25 participants in the high category (see Table 2).

As a result of the small n in the nonintact group who received professional help, this group was not included in the chi square test. Thus, a chi square was performed on the 108 participants from intact families and the 42 participants from nonintact families who had not received professional help. Results of the chi square test indicated no significant difference between the observed and expected frequencies of participants in each group, $\chi^2(1, N = 150) = 2.53, p. >.05$. Regardless of being from an intact or nonintact family, most participants reported medium or high life satisfaction. Of the total of 150 participants, only 10 reported low levels of life satisfaction, 46 reported medium levels, and 96 reported a high level. Family structure and professional help did not effect life satisfaction in this sample of young college students.

Participants from nonintact families received professional help from a variety of sources that included school counselors, family therapists, psychologists, a psychiatrist, and a church divorce support group. Eight of the nine participants received help from a school counselor, four of the nine participants received help from a family

Table 2

Number of Low, Medium, and High Satisfied Participants From Intact Families and Nonintact Families Who Received and Did Not Receive Professional Help

Life Satisfaction	Intact	Non-intact with Help	Non-intact without Help	Total
Low	5	0	5	10
Medium	34	6	12	52
High	69	3	25	97
Total	108	9	42	109

therapist, two of the nine received help from a psychologist, and one of the nine participants received help from a psychiatrist. Two of the nine participants from nonintact families reported friends helped the most to adjust to the parental divorce, one of the nine reported a grandmother to have helped the most, five of the nine reported time to have helped the most, and one of the nine reported time and self-confidence to have helped the most.

The nonintact students who did not receive professional help reported many factors that helped them adjust to the parental divorce. Seventeen of the 42 reported time to have helped the most, and seven more reported time combined with other factors helped the most (see Table 3).

Table 3

Frequency Distributions of Type of Help and Most Effective Help

Type of Help	<u>n</u>	Most Effective Help	<u>n</u>
Time	30	Time	17
Friends	20	Friends	1
Mother	8	Mother	6
Other Children	5	Father	2
Church	3	Too Young	2
Teacher	3	Self	1
Father	2	Grandmother	1
Self	2	Grandparents	1
Too Young	2	Both Parents	1
Brother	2	Uncle	1
Sister	2	Family	1
Both parents	1	Sports	1
Step-mother	1	Combinations (Time, Friends, Father, Mother, Grandparents Sister, Brother, Other Children, Grandparents, Self, Teacher, School)	7
Grandparents	1		
Grandmother	1		
Uncle	1		
Sports	1		

CHAPTER IV

DISCUSSION

The purpose of this study was to compare life satisfaction of young adults from intact families and nonintact families. The nonintact group was divided into two groups consisting of those students who had received professional help and those from nonintact families who had not received professional help pertaining to parental divorce. Students from intact families were defined as always living with both a biological mother and father. Students from nonintact families were defined as having their biological parents divorced from each other. Professional help was defined as receiving help from school counselors, psychologists, psychiatrists, ministers, and support groups for children of divorce. No significant difference was found among those students from intact families and those from nonintact families who did or did not receive professional help.

The majority of participants from the nonintact group who received professional help (6 of 9) scored in the medium category, whereas most of the participants from the nonintact families who did not receive professional help (25 of 42) and participants from intact families (69 of 108) scored in the high category. Regardless of the family structure, life satisfaction scores in the levels were essentially the same.

One limitation of this study is the sample used for this study. The sample consisted primarily of Caucasian college students. People who go to college may form an artificially homogeneous sample in terms of ethnicity, intelligence, and adjustment to life.

Another limitation of this study is the small sample size ($n = 9$) of students from nonintact families who did receive professional help during the parental divorce. This small number of individuals in the nonintact group who received professional treatment limits the conclusions that can be drawn based on the current data set. With only 9 individuals, the lack of significance may simply be due to limited statistical power. Therefore, concluding no actual differences between children of divorced parents who did not receive professional help and those who did would be premature.

Only 12% of students from nonintact families received therapy pertaining to the parental divorce. Parents apparently did not think children were in need of professional help at that time. The median length of time since parental divorce for the nonintact group who did not receive professional help was 17 years ago. Wallerstein and Kelly started publishing their findings of children of divorce in 1974.

This study elicits other areas warranting future research. More research is necessary to determine

relationships between family communication and involvement as it influences life satisfaction. Additional research needs to investigate differences in the intensity of the family breakdown as it pertains to levels of life satisfaction.

Levels of life satisfaction of children from divorced families at different developmental stages of parental divorce needs to be investigated to find out whether or not children's level of life satisfaction change with time. The most common response students reported for helping them to adjust to parental divorce was time. Future research is needed in which larger samples of children from divorced families are used to determine levels of life satisfaction for this growing population.

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Appendix A
Questionnaire

Sex: Male Female
Age: _____
Marital Status: Single Married Separated Divorced
 Widowed
Classification: Fr Soph Jr Sr
Race: African American White Hispanic Native American
 Indian Asian Other (specify) _____

Were your parents ever divorced from each other? yes no
If so, how long has it been? _____ How old were you? _____
Number of siblings: Full _____ Half _____ Step _____

Part I. Below are five statements with which you may agree or disagree. Using the 1 - 7 scale below, indicate your response with each item by circling the appropriate number. Please be open and honest in your responding. The 7 - point scale is: 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, 7 = strongly agree.

- | | Strongly
disagree | | | | | | Strongly
agree | |
|----|--|---|---|---|---|---|-------------------|---|
| 1. | In most ways my life is close to ideal. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | The conditions of my life are excellent. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | I am satisfied with my life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | So far I have gotten the important things I want in life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | If I could live my life over, I would change almost nothing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Part II. If your parents were divorced, please answer the remaining questions on the next page. If your parents are still married to each other, you may now stop.

1. Did you receive any form of professional help, for example, a school counselor, therapist, family therapy, or divorce support group concerning the divorce?
 yes ___ no ___ (if no, please go to items 2 and 3)
 (If you answered yes, please check all that apply and respond to item 3)

school counselor ___ psychologist ___
 psychiatrist ___ minister ___
 family therapy ___
 church divorce support group ___
 school divorce support group ___

2. If you did not receive professional help what do you feel helped you adjust to the divorce? (please check all that apply)

teacher ___ friends ___ time ___
 other children ___ books ___ church ___
 relative (please specify such as mother,
 father, etc.) _____
 other (please specify) _____

3. Everyone respond to this item. What do you feel helped you the most to adjust to your parent's divorce?
 (please check only one)

therapist ___ minister ___
 support group ___ family therapy ___
 teacher ___ friends ___
 other children ___ books ___
 time ___ church ___
 relative (please specify) _____
 other (please specify) _____

Appendix B

Please sign in with the last four numbers of your social security number, name, time, and instructor's name on this sheet. This study pertains to young adults' life satisfaction. Please fill out this questionnaire and return it to me when you are finished. You may leave after signing out on this sheet.

Informed Consent Document

The Division of Psychology/Special Education supports the practice of protection of human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw from the study, you will not be reprimanded or reproached.

In order to determine attitudes toward life satisfaction, you are being asked to complete a questionnaire. It will be completed anonymously.

"I have read the above statement and have been fully advised of the procedures to be used in this research. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Participant's signature

Date

I, Solena Mauldin hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching), and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Solena Mauldin
Signature of Author

July 27, 1995
Date

The Effects of Parental Divorce
on Life Satisfaction Among
College Students

Title of Thesis

Doug Cooper
Signature of Graduate Office
Staff Member

July 27, 1995
Date Received

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