

ADOLESCENT FAMILY LIFE SATISFACTION IN REMARRIED
FAMILIES A STUDY OF COMMUNICATION,
FLEXIBILITY, BONDING, CELEBRATIONS,
AND ROUTINES

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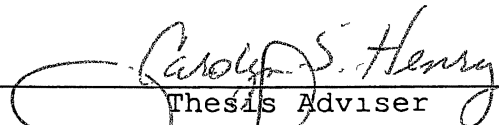
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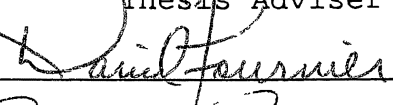
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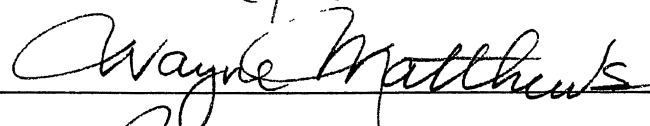
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TABLE OF CONTENTS

	Page
I. MANUSCRIPT...	1
Abstract.....	2
Introduction.....	3
Adolescent Family Life Satisfaction.....	5
Family Resources and Adolescent Family Life Satisfaction.....	8
Sociodemographic Variables and Adolescent Family Life Satisfaction.....	11
Methodology.....	11
Sample and Procedure.....	11
Measurement.	12
Analysis.	15
Results....	16
Discussion.....	17
Family Strengths and Adolescent Family Life Satisfaction.....	17
Family Stability Patterns and Adolescent Family Life Satisfaction.	20
Sociodemographic Variables and Adolescent Family Life Satisfaction.	21
Implications for Practitioners.....	21
References.....	23
Table 1 Correlation Matrix for Predictor Variables and Adolescent Family Life Satisfaction.....	30
Table 2 Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Adolescent Family Life Satisfaction in Remarried Families..	31
Figure 1 Model to Examine Family Resources as Predictors of Adolescent Family Life Satisfaction.....	32
II. APPENDIX A: LITERATURE REVIEW.....	33
Introduction.....	34
Theoretical Assumptions.....	35
Family Stress Theory.....	37
Family Stress Theory and the Remarried Family.....	38
Family Stress Theory and Parent-Adolescent Relations in the Remarried Family.....	42

	Page
Adolescent Family Life Satisfaction.....	42
Family Strengths and Adolescent Family Life Satisfaction.....	44
Family Stability Patterns and Adolescent Family Life Satisfaction.....	47
Sociodemographic Variables and Adolescent Family Life Satisfaction.....	47
References.....	51
 III. APPENDIX B: METHODOLOGY.....	 59
Sample and Procedure.....	60
Measurement.....	61
Analysis.....	66
Limitations.....	67
 IV. APPENDIX C: RESULTS.....	 68
 V. APPENDIX D: INSTRUMENTS.....	 73
Sociodemographic Questionnaire.....	74
Family Flexibility Index.....	77
Family Bonding Index.....	78
Family Celebrations Index.....	79
Family Time and Routines Index.....	80
Adolescent Family Life Satisfaction.....	81
Family Life Satisfaction Scale.....	82
Parent-Adolescent Communication Index.....	83
 VI. APPENDIX E: SUPPLEMENTARY TABLES.....	 86
Table 3 Family Demographic Characteristics.	87
Table 4 Values of Cronbach Alpha, Means, and Standard Deviations for All Scales Used, Including Adolescent Family Life Satisfaction Subscales.....	88
Table 5 Correlation Matrix for Predictor Variables and the Parent/Stepparent- Adolescent Subscale.....	89
Table 6 Correlation Matrix for Predictor Variables and the Sibling/Stepsibling- Adolescent Subscale.....	90
Table 7 Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Parent/ Stepparent-Adolescent Relationship Satisfaction.....	91

	Page
Table 8 Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Sibling/ Stepsibling-Adolescent Relationship Satisfaction.....	92
VII. APPENDIX F: CONSENT LETTERS.....	93
Instrument Permission Letters.....	94
Parental Consent Form.....	101

LIST OF TABLES

Table	Page
1. Correlation Matrix for Predictor Variables and Adolescent Family Life Satisfaction.....	30
2. Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Adolescent Family Life Satisfaction in Remarried Families.....	31
3. Family Demographic Characteristics	87
4. Values of Cronbach Alpha, Means, and Standard Deviations for All Scales Used ...	88
5. Correlation Matrix for Predictor Variables and the Parent/Stepparent-Adolescent Subscale.....	89
6. Correlation Matrix for Predictor Variables and the Sibling/Stepsibling-Adolescent Subscale.....	90
7. Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Parent/Stepparent-Adolescent Relationship Satisfaction.....	91
8. Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Sibling/Stepsibling-Adolescent Relationship Satisfaction.....	92

LIST OF FIGURES

Figure

1. Model to Examine Family Resources as Predictors of Adolescent Family Life Satisfaction.....	32
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Adolescent Family Life Satisfaction in Remarried
Families A Study of Communication,
Flexibility, Bonding, Celebrations,
and Routines

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Abstract

The purpose of this study was to examine family flexibility, bonding, time and routines, celebrations, and parent-adolescent communication as predictors of adolescent family life satisfaction. The sample consisted of 65 adolescents (14-18) living in remarried families. Self-report questionnaires were administered through the subjects' high school English classes. Pearson product moment correlation and multiple regression analyses were used to test the hypotheses. The Pearson product moment correlation analyses demonstrated significant positive relationships between flexibility, time and routines, parent-adolescent communication, stepparent-adolescent communication, and celebrations, and adolescent family life satisfaction. A significant negative relationship was demonstrated between bonding and adolescent family life satisfaction. The multiple regression analysis demonstrated the overall model to be significant ($p < .001$) with the independent variables accounting for approximately 56% of the variance in adolescent family life satisfaction. Flexibility and parent-adolescent communication demonstrated significant positive relationship within the model. Implications were discussed

Introduction

In recent years, increased attention has been given to stress and adaptation in families with adolescents (e.g., Patterson & McCubbin, 1986; Barnes & Olson, 1985; Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1983). Research findings have identified the remarried family form as a potential stressor increasing the vulnerability of adolescents to a variety of crises (Garbarino, Sebes, & Schellenbach, 1984; Steinberg, 1987; Baydar, 1988; Peterson & Zill, 1986). The majority of studies on remarried families with adolescents have used a "deficit-comparison" approach (Ganong & Coleman, 1984, 1986), attempting to identify the specific stresses or problem areas in adolescent relations with parents and stepparents (e.g., Clingempeel, Brand, & Ievoli, 1984; Garbarino, Sebes, & Schellenbach, 1984; Lutz, 1983; Pink & Wampler, 1985; Strother & Jacobs, 1984). However, little is known about the qualities of remarried families that predict the successful adaptation (i.e., satisfaction) of adolescents to the remarriage of their parents (Strother & Jacobs, 1984). The empirical study of adolescents in remarried families has been further limited by the majority of studies focusing on families with younger children (Hetherington & Camara, 1984) or by not distinguishing among the ages of stepchildren (Hobart, 1987)

While previous literature has emphasized the stresses of parent-child or stepparent-child relations in remarried families (Ganong & Coleman, 1986), little is known about factors that predict the successful adaptation of adolescents to parental remarriage. However, adolescent adaptation to remarried family life is closely tied to the normative developmental task of incorporating new members (e.g., children and stepparents) into the remarried family unit (McGoldrick & Carter, 1982). This adaptation requires major changes within the family structure and organization (McGoldrick & Carter, 1982).

To create a remarried family requires a blending of the previous two families including ideals, values, beliefs, rituals, routines, celebrations, communication styles, disciplinary styles, roles, and boundary definitions (Kent, 1980; Hobart, 1988; Goetting, 1982; Clingempeel & Brand, 1985; White & Booth, 1985). Furthermore, remarried families lack the benefit of a shared history and must deal with the complications of unresolved grief, anger, or previous crisis left from the earlier families (Hetherington, 1989; Rosenberg & Hajal, 1985) and from the continuing relationship with another parent (Ahrons & Rodgers, 1987). In addition, family members face the task of building both parent-child, sibling, and marital relations, while continuing to adapt to the normative developmental changes (i.e., adolescence) that occur as families progress over time (Whiteside, 1982).

Consequently, adolescents in remarried families face several normative stresses in adapting to remarried family life.

According to family stress theory, the extent to which the integration of a stepfamily into a family unit is stressful depends, in part, upon the resources families utilize to manage the stress (Boss, 1987; Hill, 1948; McCubbin & Patterson, 1983; McCubbin, Thompson, Pirner, & McCubbin, 1988). One factor that indicates adaptation in remarried families is the adaptation of individual family members to remarried family life (McCubbin & Patterson, 1983). Satisfaction scales have been previously used as an indication of adaptation to stressors (Schumm, Bugaighis, Bollman, & Jurich, 1986). However, with respect to remarried families little has been done to assess the adolescent perspective of satisfaction with family life. The present study incorporated these ideas by examining how adolescent perceptions of family strengths (i.e., bonding, flexibility, and communication patterns) and family stability (i.e., celebrations and routines) predicted adolescent adaptation (i.e., adolescent family life satisfaction) to remarried family life.

Adolescent Family Life Satisfaction

In recent years, scholars have increasingly challenged the notion that adolescence is a period of turmoil (Gecas & Seff, 1990). Instead, adolescents are viewed as facing a set of developmental tasks, some of which occur within the family context (Damon, 1983; Peterson & Leigh, 1990; Youniss &

Smoller, 1985). Thus, for adolescents in the remarried family context, stress may emerge as youth encounter normative issues in the family. Due to the emphasis upon stressors for adolescents in remarried families, little consideration has been given to the possibility that family life has the potential to provide satisfaction for the youth. Yet, in adult populations satisfaction with family life has been found to be an important aspect of overall life satisfaction (Campbell, Converse & Rogers, 1976; Kent, 1980).

A few scholars have examined the issue of adolescent satisfaction with family life. In a study of adolescents, Schumm, Bugaighis, Bollman, and Jurich (1986) used one-item measures of satisfaction with the parents' marital relationship, with the parental relationship, with sibling relationships, and with the overall family life as part of a path analysis predicting adolescent satisfaction with quality of life. The primary correlates of satisfaction with the quality of life for adolescents were satisfaction with family life and their relationship with their parents.

Olson et al. (1983) examined adolescent satisfaction with family life as part of the development of an instrument assessing family satisfaction. Results demonstrated a positive relationship between family satisfaction and overall life satisfaction, providing support for the concept of adolescent family life satisfaction as an indication of overall life satisfaction. This scale, however, was limited to assessing satisfaction with the overall family system, not

examining adolescent development issues (e.g., social competence).

Another possible element in adolescent family life satisfaction pertains to the development of social competence (or the ability to function effectively in the family and broader society). Peterson and Leigh (1990) defined adolescent social competence to include the development of personal resources such as managing a functional yet comfortable balance between independence from and connectedness with the family. Adolescents demonstrate social competence by applying these skills to build and maintain social relationships within and outside of the family. Thus, it was suggested that the family provides the atmosphere for the development of adolescent social competence (Youniss & Smoller, 1985).

Traditionally, establishing autonomy from the family has been considered a primary developmental task for adolescents (Peterson, 1986). However, more recently researchers have found that as youth move from childhood into adolescence they increase in independence, while maintaining a strong connection with their families (Barnes & Olson, 1985; Gecas & Self, 1990; Lutz, 1986; Noller & Callan, 1986). Adolescents, therefore, seek to maintain a comfortable balance between parental influence and self-control (Peterson & Leigh, 1990). Adolescent family life satisfaction may be described as occurring in the context of a family atmosphere that encourages the development of social competence.

Family Resources and Adolescent Family Life Satisfaction

McCubbin et al. (1988) found that several family strengths served as resources families called upon during times of stress, and these strengths predicted family adaptation. One such strength, bonding (or cohesion), was defined as "the emotional [connectedness] members have with one another and the degree of individual autonomy a person experiences in the family system" (Olson, Sprenkle, & Russell, 1979, p. 5). While a great deal of attention has been given to the processes of adolescents separating from their families, recent scholarship has indicated that during the independence process adolescents have retained or would like to retain a degree of connectedness to their family of origin (Barnes & Olson, 1985; Gecas & Seff, 1990; Noller & Callan, 1986). Perhaps previous research was too focused on the independence process apart from the connectedness necessary to give adolescents an emotional base from which to develop (Peterson & Leigh, 1990). Thus, it was expected that family bonding would be a positive predictor of adolescent family life satisfaction in remarried families.

Another family strength is flexibility (or adaptability) which has been referred to as "the ability of a family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (Olson, Sprenkle, & Russell, 1979, p. 12). Adolescence has been marked by rapid physical, emotional, and communicative changes (Leigh, 1986; Olson et

al., 1983). In remarried families, adolescents are often required to meet the normative developmental stresses associated with their stage of life combined with the stresses associated with the formation of a new family (Keshet, 1980; Lutz, 1983). Initially, scholars proposed that families who were balanced between levels of both bonding and flexibility would be more satisfied and less stressed (Olson et al., 1983). However, in a study of 281 parents and adolescents of intact families, adolescents expressed a desire for their families to demonstrate greater closeness and flexibility (Noller & Callan, 1986). Furthermore, in a study concerning stepfather-adolescent relationships, Pink and Wampler (1985) indicated that lower family bonding and flexibility were found to exist in lower quality stepfather-adolescent relationships. Consequently, it was expected that the adolescents who perceived their families to have greater flexibility would report greater adolescent family life satisfaction in remarried families

Another family strength, communication, has been recognized as a facilitator of both bonding and flexibility and identified as being of considerable importance during the adolescent years (Olson et al., 1983; Barnes & Olson, 1985). With respect to stepfamilies, effective communication serves as a resource for identifying and alleviating some of the tensions experienced as a result of the new family formation (Crosbie-Burnett, 1989). Kent (1980) emphasized the importance of communication for optimal family functioning to

clarify family roles and responsibilities. Based on this literature, therefore, it was expected that effective parent-adolescent and stepparent-adolescent communication would positively predict adolescent family life satisfaction.

In addition to family strengths, family stability patterns serve as resources for remarried families with adolescents in times of stress (Hobart, 1987; Crosbie-Burnett, 1989). However, establishing such patterns often poses unique challenges for remarried families. Scholars have suggested the lack of mutual history among stepfamily members sets the stage for divided loyalties and a lack of emotional and physical investment by the stepparent in stepchildren (Keshet, 1980; Visher & Visher, 1988). In contrast, remarried families who have developed routines and celebrations that involved all family members provided a more stable developmental environment for adolescents (Visher & Visher, 1988). Thus, two patterns of family stability (i.e., routines and celebrations) were expected to positively predict adolescent family life satisfaction. Based upon these ideas, it was hypothesized that two dimensions of family strengths (i.e. bonding and flexibility), parent/stepparent-adolescent communication, and two dimensions of stability patterns (i.e., celebrations and routines) would be positive predictors of adolescent family life satisfaction. (see Figure 1).

Insert Figure 1 about here

Sociodemographic Variables and Adolescent Family Life Satisfaction

Several sociodemographic variables were expected to predict variations in the adaptation of adolescents in remarried families and were included in this study. Specifically, the remarried family type (i.e. stepmother, stepfather; Santrock & Sitterele, 1987; Santrock, Warshak, Lindbergh, & Meadows, 1982; Clingempeel & Segal, 1986), gender of the adolescent (Amato, 1987; Garbarino et al., 1984), and length of time since formation of remarried family (Amato, 1987; Whiteside, 1982) were included as possible predictors of adolescent satisfaction with family life.

Methodology

Sample and Procedure

The subjects for this study, a subsample of 65 adolescents, were part of the sample of a larger study of adolescent issues. The adolescents were between the ages 14-18 and were living in the home with an adopted or biological parent and a stepparent. The sample consisted of 26 males, and 39 females with the following classifications: 15 freshmen (9th grade), 22 sophomores (10th grade), 12 juniors (11th grade), and 16 seniors (12th grade). Of those sampled, 52 subjects were from stepfather families, and 13 subjects were from stepmother families. The subjects reported that 34

had been in remarried families for 5 years or less, 18 for 6-10 years, and 12 for 11-17 years. The sample was recruited through three Oklahoma high schools. The high schools were selected on a volunteer basis. Questionnaires were completed during the subjects' English classes.

Measurement

The self-report questionnaire included an instrument developed specifically for the overall project, previously established instruments, adaptations of a previously established instrument, and a standard fact sheet to measure sociodemographic information. Adolescent family life satisfaction was measured using the Adolescent Family Life Satisfaction Index (AFLS). This scale, developed for the overall project is a 12-item scale Likert-type scale that assesses the extent to which adolescents report satisfaction in their relationships with parents and siblings. The scale included 2 items utilized by Schumm et al. (1986) asking adolescents to report their overall satisfaction in relations with parents and siblings, and 10 items regarding adolescents' satisfaction with the amount of approval, freedom, and expectations to conform to parents and siblings. The subjects reported the extent to which they agreed with each of the statements about their families (i.e., strongly disagree, disagree, neutral, agree, and strongly agree). The scale was designed to reflect satisfaction with the degree to which the family provided an appropriate atmosphere for adolescents to develop social competence. The internal

consistency reliability coefficient (Cronbach's alpha; Cronbach, 1951) established in the overall project was .86, while the internal consistency reliability coefficient established using this subsample was .87.

The measurement of family resources utilized previously established scales. Bonding was measured using the Family Bonding Index (McCubbin et al., 1988), a 14-item Likert-type scale adapted from the cohesion scale in FACES II (Olson, Portner, & Bell, 1982) that assessed perceptions about the family unity (McCubbin et al., 1988). While the previously established internal consistency reliability coefficient (Cronbach's alpha) was .85 (Olson et al., 1982), the internal consistency reliability coefficient (Cronbach's alpha) established using this sample was .89.

Flexibility was measured using the Family Flexibility Index (McCubbin et al., 1988), a 14-item adaptation of the adaptability scale in FACES II (Olson, et al., 1982) designed to address the respondent's perceptions about the family's ability to change its roles, rules, responsibilities, and decision-making to accommodate change. While the previously established internal consistency reliability coefficient (Cronbach's alpha) was .86 (Olson et al., 1982), the internal consistency reliability coefficient (Cronbach's alpha) established using this sample was .88.

Another family resource, parent-adolescent communication was measured using the total score for the parent and stepparent on the Parent-Adolescent Communication Index

(Barnes & Olson, 1982) Barnes and Olson (1982) stated that the 20-item Likert-type scale may be divided into the subscales (i.e., openness in communication and problems in communication) or utilized as one scale assessing perceptions of the effectiveness of parent-adolescent communication. While the previously established internal consistency reliability coefficient (Cronbach's alpha) for the overall scale was .87 (Olson et al., 1983), the internal consistency reliability coefficient (Cronbach's alpha) established for the overall scale using this sample was .87.

Other family resources, family celebrations and routines were measured using previously established instruments. Family celebrations were measured using the Family Celebrations Index (McCubbin, McCubbin, & Thompson, 1987), a 9-item scale designed to measure the degree to which the family participates in the celebration of traditional, transitional, special, or situational events. While the previously established internal consistency reliability coefficient (Cronbach's alpha) was .69 (McCubbin et al., 1987), the reliability established using this sample was .79.

Family routines were measured using a modification of the Family Time and Routines Index (McCubbin et al., 1987). The original 32-item instrument was reduced to a 17-item scale based upon the factor loadings reported in McCubbin et al. (1987). Items loading below .60 were dropped from the scale (Tabachnick & Fidell, 1983; Comrey, 1973). The scale measured the family's emphasis on building predictable

routines to promote communication, autonomy and order for the adolescent, an emphasis on special times, sharing meals, responsibility, connections with relatives, and order in the home. While the previously established internal reliability coefficient (Cronbach's alpha) was .88 (McCubbin et al., 1987), the reliability established using the modified scale on this sample was .80.

Analysis

Pearson product moment correlations were conducted to identify significant relationships between each variable and adolescent family life satisfaction. Multiple regression analysis was used to examine the research model. The primary predictor variables (i.e., bonding, flexibility, parent-adolescent communication, stepparent-adolescent communication, celebrations, time and routines) and sociodemographic variables (i.e., family type, gender of adolescent, and length of time in remarried family) were entered into a regression equation using the overall adolescent family life satisfaction as the dependent variable. Internal consistency reliability coefficients (Cronbach's alpha; Cronbach, 1951) were established for each scale.

Results

The Pearson product moment correlation analyses revealed significant positive relationships between flexibility ($r = .69$; $p < .001$), time and routines ($r = .48$; $p < .05$), parent-adolescent communication ($r = .36$; $p < .001$), stepparent-adolescent communication ($r = .33$; $p < .005$), celebrations ($r = .42$; $p < .001$), and adolescent family life satisfaction (see Table 1). A significant negative relationship was found

Insert Table 1 about here

to exist between bonding ($r = -.207$; $p < .05$) and adolescent family life satisfaction.

The multiple regression analysis demonstrated the overall model to be significant with the predictor variables (i.e., time in family, gender, family type, flexibility, bonding, celebrations, routines, parent-adolescent communication, stepparent-adolescent communication) accounting for approximately 56% of the total variance in adolescent family life satisfaction ($F = 8.58$; $p < .001$, see Table 2). Two independent variables were found to be

Insert Table 2 about here

significant predictors of adolescent satisfaction with family life: parent-adolescent communication ($F = 6.81$; $p = .01$, see Table 2) and flexibility ($F = 13.08$; $p < .001$, see Table 2).

In addition, family time and routines approached significance ($F = 3.77$; $p = .057$). Stepparent-adolescent communication, routines, family type, gender, and length of time in remarried family demonstrated nonsignificant betas within the overall model.

Discussion

Results of this study support the importance of considering adolescent satisfaction with family life as an indicator of the adaptation of adolescents to remarried family life. Specifically, the present findings are consistent with family stress theory (McCubbin et al., 1988) which proposes that strengths and family stability patterns serve as important resources for family members adaptation to transitions such as the transition to a remarried family form.

Family Strengths and Adolescent Family Life Satisfaction

As hypothesized, a significant positive relationship was demonstrated between adolescent family life satisfaction and flexibility. Thus, adolescents in remarried families who perceived their families to be more flexible reported greater family life satisfaction. This finding supports the importance of the family's ability to adapt to change as a resource when facing the challenges of the remarried family (Noller & Callan, 1986; Olson et al., 1979). Further, remarried families should consider incorporating major changes within the family structure and organization that includes a redistribution of the families resources

(e.g., time, money, energy, space) (Kent, 1980; Hobart, 1988, Goetting, 1982; Clingempeel & Brand, 1985).

As hypothesized, a significant positive relationship was also demonstrated between parent-adolescent communication and adolescent family life satisfaction. Thus, the adolescents who perceived more effective parent-adolescent communication, reported greater family life satisfaction. This finding supports the prediction that effective communication may be a resource for identifying and alleviating some of the tensions experienced as a result of the remarried family formation (Crosbie-Burnett, 1989) and of the overall importance of communication to the family as a facilitator of adaptation and satisfaction (Olson et al., 1983). Thus, the organizational and structural changes that take place in remarried families (Clingempeel & Brand, 1985; Goetting, 1982) may be facilitated by effective parent-adolescent communication.

As hypothesized, a significant positive relationship was demonstrated between stepparent-adolescent communication, and adolescent family life satisfaction. Thus, adolescents who perceived more effective stepparent-adolescent communication, reported greater family life satisfaction. A commonly discussed challenge for remarried families is the lack of relationship definition between the stepparent and the stepchild (Rosenberg & Hajal, 1985). Furthermore, Kent (1980) has emphasized the importance of communication for optimal family functioning as an aid in the clarification of

family roles and responsibilities. Perhaps, effective stepparent-adolescent communication is also an indication of investment by the stepparent in the adolescent, which is a challenge typically associated with stepparenting (Keshet, 1980; Visher & Visher, 1988).

In contrast to what was hypothesized, a significant negative relationship was found to exist between adolescent family life satisfaction and bonding. Thus, adolescents who perceived greater bonding within their families, reported less family life satisfaction. While, adolescents who perceived less bonding within their families, reported greater family life satisfaction. This may be due in part to the majority of subjects reporting the formation of the remarried family within the last 5 years, and most commonly, the last 2 years. Conservative measures report adjustment to the remarried family to take 3-5 years (Hetherington, 1989). Further, previous literature suggests the importance of allowing adolescents initial "space" or time and distance with which to adjust to the stepparent in the marital dyad and within the parental role as opposed to forcing the adolescent to accept the stepparent immediately into these roles (Kompara, 1980; Lutz, 1983). Further research is need to identify the differences in the relationship of family strengths including bonding on adolescents to the length of time in the remarried family.

Family Stability Patterns and Adolescent Family Life Satisfaction

As hypothesized, a significant positive relationship was demonstrated between time and routines and adolescent family life satisfaction. Thus, the more established routines and emphasis on shared family time, the greater the adolescent family life satisfaction was. A common problem in remarried families is the lack of history and shared experiences (Rosenberg & Hajal, 1985). Possibly the development of family time and routines provides the remarried family opportunities to mesh stability patterns from previous families and establish new interaction patterns. Established routines provide a sense of belonging and importance to the family (McCubbin et al., 1988). The family time provides a time for building shared experiences and for getting better acquainted. And, as previous research has suggested, the remarried families who have developed routines have provided a more stable developmental environment for adolescents (Visher & Visher, 1988).

As predicted, the relationship between celebrations and adolescent family life satisfaction demonstrated to be positive. This is consistent with previous findings which suggest adolescents in remarried families desire to be involved and included in their families (Lutz, 1983; Mills, 1984). Perhaps, such involvement provides security for the adolescent during adaptation after the remarriage. Celebrations may also be an important factor to remarried

families as a time of shared joy and relaxation. Further research is needed to address the questions of what kinds of routines and celebrations are more significant to the remarried family.

Sociodemographic Variables and Adolescent Family Life Satisfaction

Though previous literature has demonstrated significant relationships between the length of time in the remarried family, the gender of the adolescent, and the type of remarried family, these findings were not demonstrated to be significant predictors of adolescent family life satisfaction. These differences are possibly the result of the relatively short time in the remarried family. Additional research is needed to assess the importance of these variables to adolescent family life satisfaction. Further research is also needed that includes elements of the sibling/steppibling relationships, family type, ethnic, and geographical differences.

Implications for Practitioners

For family life educators and family therapists, this study provides a foundation for considering aspects of remarried family life that predict adaptation during adolescence. By focusing on the factors associated with adaptation to remarried family life, the integration of adolescents into stepfamily living may be facilitated, while promoting the development of adolescent social competence. Hence, educators and therapists may provide the support and

encouragement needed in remarried families of their ability to provide for the adolescent needs and development associated with the family (i.e., adolescent social competence).

Though, this is an exploratory study, implications for remarried family enrichment abound. If as these findings suggest, certain family resources such as effective communication, flexibility, daily routines, and celebrations are important to the adolescent adjustment to the remarried family, then these can be taught as skills to remarried families. Furthermore, during the initial time of remarriage, the parents can be made aware of the importance of allowing adolescents time to adapt to the new family form and members. For counselors, assessments may be conducted to ascertain the family's strengths and weaknesses as described by family members and focus treatment on improving these resources as coping aids for remarried families.

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Table 1

Correlation Matrix for Predictor Variables and Adolescent Family Life Satisfaction

	1	2	3	4	5	6	7	8	9	10
1 Flexibility										
2 Bonding	-0.36 ****									
3 Time and Routines	0.58 ****	-0.24 *								
4 Family Type	-0.07	0.02	0.01							
5 Parent-Adolescent Communication	0.29 **	-0.22 *	0.03	-0.04						
6 Stepparent-Adolescent Communication	0.4 ****	-0.39 ****	0.19	0.23 *	0.05					
7 Adolescent Gender	0.04	0.07	0.06	0.02	0.03	-0.28				
8 Celebrations	0.6 ****	0.09	0.5 ****	-0.02	0.08	0.2	0.16			
9 Time in Family	-0.04	-0.06	0.01	0.05	0.15	-0.06	0.14	-0.2		
10 Adolescent Family Life Satisfaction	0.69 ****	-0.21 *	0.48 ****	-0.08	0.36 ****	0.33 ***	0.03	0.42 ****	-0.09	

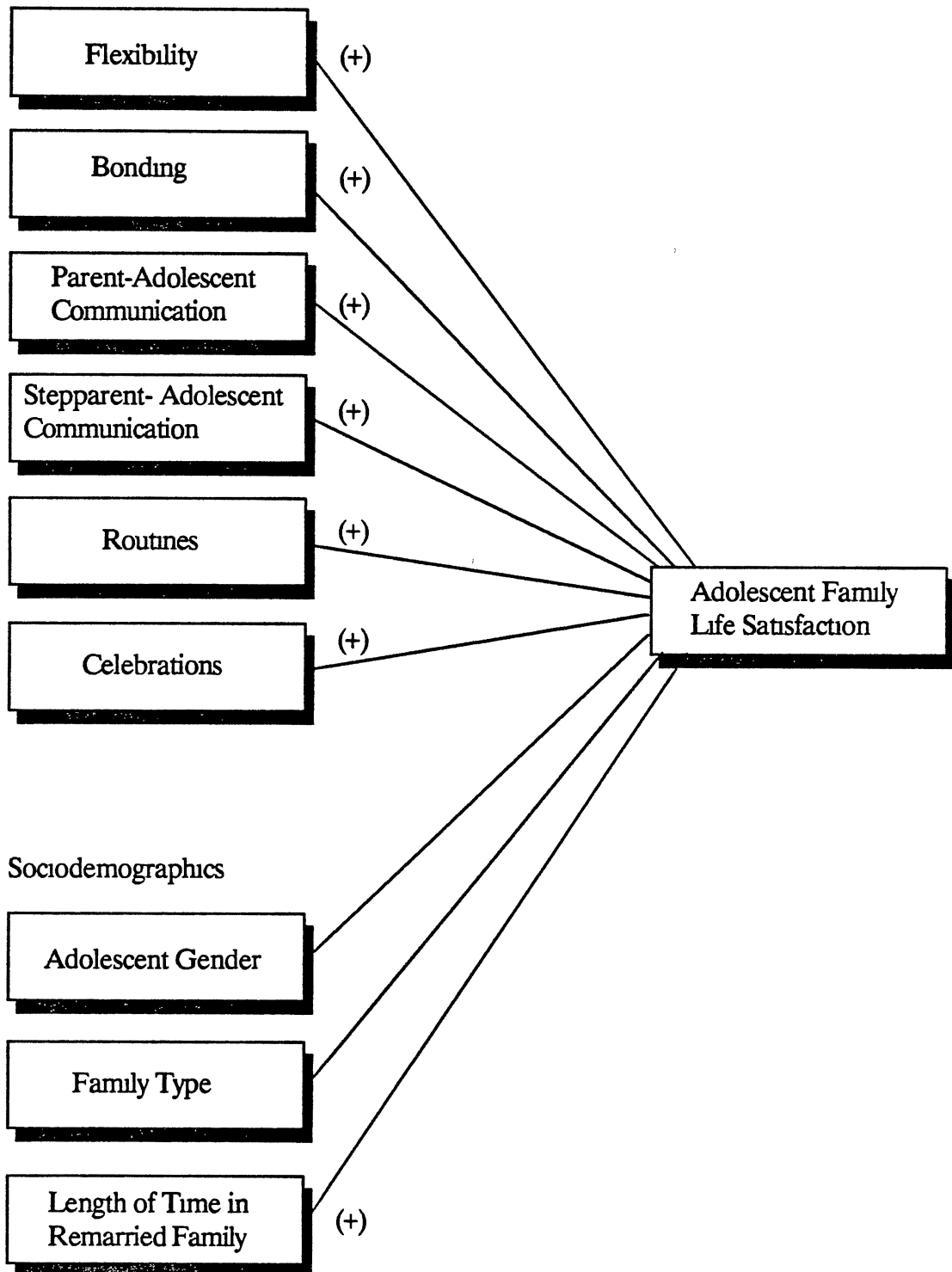
* p < .05, ** p < .01, *** p < .005, **** p < .001

Table 2 Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Adolescent Family Life Satisfaction in Remarried Families

Predictor Variables	b	B	F
Parent-adolescent communication	0.01	0.26	6.81 **
Stepparent-adolescent communication	0.01	0.18	2.34
Flexibility	0.04	0.53	13.08 ****
Bonding	0.02	0.17	2.17
Routines	0.02	0.23	3.77
Celebrations	-0.02	-0.12	0.82
Gender of adolescent	0.1	0.06	0.39
Family type	-0.14	-0.07	0.48
Time in new family	-0.02	-0.12	1.61
Multiple Correlation (R)			0.75
Multiple Correlation Squared			0.56
F-Value			7.7 ****

n=65 *p< 05, **p< 01, ***p< 005, ****p< 001
b=unstandardized betas, B=standardized betas

Figure 1 Model to Examine Family Resources as Predictors of Adolescent Family Life Satisfaction



.

APPENDIX A
LITERATURE REVIEW

Introduction

In recent years, increased attention has been given to stress and adaptation in families with adolescents (e.g., Patterson & McCubbin, 1987; Barnes & Olson, 1985; Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1983). Research findings have identified the remarried family form as a potential stressor increasing the vulnerability of adolescents to a variety of crises (Garbarino, Sebes, & Schellenbach, 1984; Steinberg, 1987; Baydar, 1988; Peterson & Zill, 1986).

The majority of the studies of remarried families with adolescents have used a "deficit-comparison" approach (Ganong & Coleman, 1984, 1986), attempting to identify the specific stresses or problem areas in adolescent relations with family members such as parents and stepparents (e.g., Clingempeel, Brand, & Ievoli, 1984; Garbarino et al., 1984; Lutz, 1983, Pink & Wampler, 1985; Strother & Jacobs, 1984). However, little is known about the qualities in remarried families that predict the successful adaptation (i.e., satisfaction) of adolescents to the remarriage of their parents (Strother & Jacobs, 1984).

The empirical study of adolescents in remarried families has been further limited by the majority of related studies focusing on families with younger children (Hetherington &

Camara, 1984) or by not distinguishing among the ages of stepchildren (Hobart, 1987). The present study was designed to begin to address this gap in the literature by identifying the stability patterns and family strengths that predict adolescent family life satisfaction in remarried families.

Theoretical Assumptions

Traditionally there has been a large gap between the clinical and empirical research with regards to remarried families (Giles-Sims & Crosbie-Burnett, 1989). Ganong and Coleman (1986) noted that clinical research tended to be guided by systems theory focusing on family roles and development while the empirical research tended to be more atheoretical utilizing a "deficit-comparison" approach. Further, clinical studies tended to include multiple observations on stepfamilies seeking professional assistance for family related problems. Within empirical studies, typically one time self-report surveys have been used on stepchildren primarily from stepfather households. As a result of methodological issues, empirical studies found little differences between the children from various family forms (i.e., stepfamilies, single parent families and biological families). In contrast, the clinical studies reported inherent problems within the stepfamily structure resulting in adjustment problems for the children.

As concern has grown for the lack of integration between clinical and empirical research, efforts have increased to develop integrated models of remarried family development

(Giles-Sims & Crosbie-Burnett, 1989; Ganong & Coleman, 1986; Mills, 1984; Papernow, 1984). The importance of theoretical models has been in their ability to guide research and to assess and aid in stepfamily adjustment. Giles-Sims and Crosbie-Burnett (1989) identified some necessary elements in the development of a model for stepfamily adaptation to guide research. In accordance, an integrated model of stepfamily development must have: a) acknowledged the social context within which the stepfamily exists and its direct influence on stepfamily functioning; (b) allowed for the analysis of demographic and developmental variables in stepfamily structure and processes; and (c) been concerned with the positive aspects of stepfamily development so as to be of practical use to stepfamilies themselves and counselors (Crosbie-Burnett, 1989).

Several models have been suggested for examining remarried family development. For many models, systems theory was used to provided the overall framework (Mills, 1984; Papernow, 1984; McCubbin & Patterson, 1983; Crosbie-Burnett, 1989; Boss & Greenberg, 1984). Mills (1984) developed a practical model for stepfamilies that included a step-by-step method for setting goals, parental-limit setting, stepparent bonding, blending family rules, and step relations in the binuclear family. Papernow (1984) developed an experimental model for stepfamily development that incorporated family systems theory and Gestalt theory, using cyclical stages. Family stress theory has also been utilized

as a model for healthy stepfamily development. McCubbin & Patterson (1983) approached stepfamily adjustment by recognizing the tremendous increase in remarried families within the society and thereby identifying such adjustment as a normative transition.

Family Stress Theory

Family stress theory, first conceptualized by Hill (1948) as the ABCX model of family stress, has been based on the concept that families experience stressful events with varying degrees of crisis depending upon how they define the situation and their crisis meeting resources. The ABCX model was expanded to the Double ABCX model which included the level of family adaptation after families responded (i.e., applied coping resources) to the stressor or crisis event (McCubbin & Patterson, 1983). More recently, McCubbin, Thompson, Pirner, and McCubbin (1988) expanded family stress theory to examine family stress during the adjustment (or initial response stage) and the adaptation phases (after family reorganization occurs after initial attempts are insufficient to resolve the stress).

During the adjustment phase, the level of family adjustment to a stressor event or the family's transition into a crisis was predicted by the interactions between the particular stressor event, the family's vulnerability determined by the pile-up of stress or the particular stage of the family life cycle, the family type, the family's resistance resources, the definition of the situation, and

the family's problem-solving and coping responses to the situation. If the stressor event could be effectively managed utilizing existing family interaction patterns, the adjustment phase was sufficient. However, when a family's efforts to deal with the situation have been insufficient they entered the adaptation phase that included the interaction between the family crisis situation; the pile-up of demands created by the crisis situation, the life cycle, unresolved strains, and the family efforts to cope with the stressor; the regenerative capacity of the family; the family type; the family's strengths; the meaning attached to the total event; and the family's world view and sense of coherence that shaped the way the family appraises the situation. The interaction of these factors in the adaptation phase determined level of family adaptation, reentry into the crisis situation, or exhaustion (McCubbin et al., 1988).

Family Stress Theory and the Remarried Family

Applying the family stress theory to the adjustment of the family to remarriage and the changing family structure is not a new concept. McCubbin and Patterson (1983) classified divorce and remarriage as a normative family transition within the category of incorporating new members. In a theoretical paper, Crosbie-Burnett (1989) further supported the use of family stress theory to explain stepfamily adaptation by specifying variables for stepfamily adaptation within the Double ABCX model of family stress.

For conceptualization purposes several authors have attempted to identify features unique to the remarried family form (Hobart, 1988; Crosbie-Burnett, 1989; Ahrons & Rodgers, 1987; Keschet, 1980; Kent, 1980; Goetting, 1982; Clingempeel & Brand, 1985; Albrecht, 1979; Lutz, 1983). Perhaps the most commonly discussed stressor has been the reorganization and restructuring of the new family system as to incorporate the new member or members. The new family has incorporated an additional member to the parental relationships and often additional siblings (i.e., stepsiblings or half-siblings). To create a blending of two families, ideals, values, beliefs, rituals, routines, celebrations, communication styles, disciplinary styles, roles, and boundary definitions, has been noted for its complexity (Kent, 1980; Hobart, 1988; Goetting, 1982, Clingempeel & Brand, 1985; White & Booth, 1985). Additional stresses of incorporating new members into the family units may have influenced the redistribution of the families' resources (e.g., time, money, energy, space) between the new and old family members (Hobart, 1988).

The significance of boundary ambiguity, "a state in which family members are uncertain in their perception about who is in or out of the family and who is performing what roles and tasks within the family system" has been emphasized in the literature on remarried families (Boss & Greenberg, 1984, p. 535). In addition to members not knowing who was in and who was out of the family system the concept of loyalty has emerged as an important issue in stepfamily adaptation

(Boss & Greenberg, 1984; Crosbie-Burnett, 1989; Lutz, 1983; Hobart, 1988). In a study of adolescents, Lutz (1983) identified stressful and non-stressful elements in stepfamily living. The sample consisted of 103 adolescents between the ages of 12 and 18 who resided in stepfamilies. It appeared that the greatest number of adolescents experienced stress from divided loyalties between the biological family and the stepfamily.

Additional stress associated with the remarried family is sexual tension, both from the marital couple and possibly from steprelations within the same household. Some researchers have suggested that the incest taboos in society do not seem to have applied to the steprelationships (Rosenberg & Hajal, 1985; Hetherington, 1989; Kompara, 1980). These relationships would include step-parent and step-children and also step-siblings. Adolescents have been marked as a potentially high risk for stepsibling sexual relations (Rosenberg & Hajal, 1985).

Many remarried families may have had to adapt to moving to a new home. The home may have been in the same general geographical area or in a different one. The new home would then have to accommodate additional members, and may have been smaller or larger than the previous home. Unresolved grief or anger from the loss of the first family may have provided additional stress for the remarried family (Hetherinton, 1989).

Additional siblings both step and half have presented unique stresses for remarried families which has received minimal empirical attention. In a theoretical paper concerning the relationships between stepsiblings, several characteristics and their implications were identified (Rosenberg & Hajal, 1985). For example, stepsiblings relationships have lacked a history of shared experiences, communication patterns, and relationship definition. With stepsiblings have come an increased family size, shifts and changes in the family hierarchy, roles, and functions. Combined with all of this, the remarried family has also had to contend and adapt to the regular developmental changes that occur within any family.

Utilizing the Double ABCX model as guide, the resources have determined, in part, the family's transition into crisis. Crosbie-Burnett (1989) divided these resources into three categories, individual; stepfamily; and extended stepfamily network, friends, and community. Individual resources included intelligence, education, money, and self-esteem. Among the stepfamily resources were realistic expectations, communication skills, common interests and values, flexibility, bonding, and interdependence both economically and emotionally. Extended stepfamily network, friends and community has included extended family acceptance, support groups, counselors, and role models in the community.

An important predictor of adaptation of the remarried families was predicted by the perception of family members about the family. Crosbie-Burnett (1989) have listed some possibilities as 1) the "second chance" attitude 2) the "reconstitution" family 3) the "rescued or being rescued" attitude 4) intrusion of stepparent or stepsiblings attitude which posed a threat to the first family structure.

Family Stress Theory and Parent-Adolescent Relations in the Remarried Family

Applying family stress theory to the study of parent-adolescent relations in remarried families, the family stability patterns, strengths, and communication patterns (as resources) were expected to predict the level of family adaptation to stressor events (i.e., satisfaction with family life). Previous literature has emphasized the stresses of parent-child or stepparent-child relations in remarried families (Ganong & Coleman, 1986) but has failed to explain how the strengths, stability patterns, and communication patterns of families may have led to successful adaptation of adolescents to life in the remarried family.

Adolescent Family Life Satisfaction

In the field of family science, numerous aspects of family life satisfaction have been examined, including marital satisfaction and parental satisfaction (Chilman, 1980; Goetting, 1986). However, minimal attention has been given to factors that predict adolescents' satisfaction with family life. Social scientists have focused upon the

stresses in adolescents, and giving minimal attention to the concept that adolescents may receive satisfactions from experiences in their families. Yet, in adult populations satisfaction with family life has been found to be an important aspect of overall life satisfaction (Campbell, Converse & Rogers, 1976; Kent, 1980).

Little is known about the sources of family life satisfaction for adolescents, especially adolescents in remarried families. Schumm, Bugaighis, Bollman, and Jurich (1986) included the variables satisfaction with parents' marital relationship, satisfaction with parental relationship, satisfaction with sibling relationships, and overall family life satisfaction as part of a path analysis predicting satisfaction with quality of life. Using one item measures these authors found that for adolescents, the primary correlates of satisfaction with quality of life were satisfaction with family life and their relationship with their parents.

Another possible element in adolescents' family life satisfaction pertained to the development of social competence (or the ability to function effectively in the family and broader society). In a theoretical paper by Peterson and Leigh (1990) adolescent social competence was defined as including the development of personal resources such as self-esteem, problem-solving abilities, and managing a functional yet comfortable balance between independence and bonding as they relate to the family. In turn, adolescents

demonstrated social competence by applying these skills to build and maintain functional relationships outside the family. Thus, it was suggested that the family provided a major atmosphere for the development of adolescent social competence. Consequently, adolescent family life satisfaction occurred as adolescents perceived their families as development facilitators for optimal family and social functioning (Kent, 1980).

Adolescent social competence deals with the delicate balance between the need for independence and bonding in adolescent-family relationships. Autonomy or independence has typically been considered the primary need during the adolescent period (Hill, 1987). However, more recently researchers have found that though adolescents do need more independence than during childhood, they still wish to maintain a strong connection with their families (Barnes & Olson, 1985; Lutz, 1986; Noller & Callan, 1986; Gecas & Seff, 1990). The adolescent has needed to develop and maintain a comfortable balance between parental influence and self-control (Peterson & Leigh, 1990). Based upon these ideas on adolescent family life satisfaction and also upon the expanded version of family stress theory (McCubbin et al., 1988), further investigation is needed here.

Family Strengths and Adolescent Family Life Satisfaction

McCubbin et al. (1988) found that certain family strengths served as resources that families may have called upon during times of stress. One such strength, known as

cohesion (or bonding) refers to "the emotional bonding members have with one another and the degree of individual autonomy a person experiences in the family system" (Olson, Sprenkle, & Russell, 1979, p. 5). While a great deal of attention has been given to the processes of adolescent separation from their family, recent scholarship has indicated that during the independence process adolescents have retained or would like to retain a degree of connectedness to their family of origin (Barnes & Olson, 1985; Noller & Callan, 1986). Perhaps research has been too focused on the independence processes apart from the connectedness needed to give adolescents a base from which to develop (Gecas & Seff, 1990, Peterson & Leigh, 1990). Thus, high levels of bonding may be expected to positively predict adolescent family life satisfaction in remarried families.

Another family strength closely linked to bonding is adaptability or flexibility which has been referred to as "the ability of a family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (Olson et al., 1979, p. 12). Adolescence has been marked by rapid physical, emotional, and communicative changes (Leigh, 1986; Olson et al., 1983). In remarried families, adolescents face the normative developmental stresses associated with their stage of life combined with the stresses associated with the formation of a new family (Keshet, 1980; Lutz, 1983). Originally, it was thought that families who had balanced

between levels of bonding and flexibility would be more satisfied and less stressed (Olson et al., 1983). However, in a study of 281 parents and adolescents of intact families, the adolescents expressed a desire for their families to be more cohesive and more flexible (Noller & Callan, 1986). Furthermore, Pink and Wampler (1985) in a study concerning stepfather-adolescent relationships, indicated that lower family bonding and flexibility were found to exist in lower quality stepfather-adolescent relationships. Consequently, it was expected that the adolescents who perceived their families to have greater flexibility would report greater adolescent family life satisfaction in stepfather families.

Another family strength, communication, has been recognized as the facilitator of both bonding and flexibility and has been thought to be especially important during the adolescent years (Olson et al., 1983; Barnes & Olson, 1985). In a study using 426 intact families, the findings linked effective parent-adolescent communication to adolescents who perceived their families high in bonding and flexibility (Barnes & Olson, 1985).

With respect to stepfamilies, communication has been considered a resource for identifying and alleviating some of the tensions experienced as a result of the new family formation (Crosbie-Burnett, 1989). Kent (1980) recognized the importance of communication for optimal family functioning as an aid in the clarification of family roles and responsibilities. Based on this literature, parent-

adolescent and stepparent-adolescent communication was expected to positively predict adolescent family life satisfaction.

Family Stability Patterns and Adolescent Family Life Satisfaction

In addition to family strengths, family stability patterns serve as resources for remarried families with adolescents in times of stress (Hobart, 1987; Crosbie-Burnett, 1989). However, establishing such patterns has posed a unique challenge for remarried families. Scholars have suggested that remarried families, through their lack of mutual history, are frequently subject to divided loyalties and a lack of investment by the stepparent in stepchildren (Keshet, 1980; Visher & Visher, 1988). In contrast, remarried families who have developed routines and celebrations that involved all family members provided a more stable developmental environment for adolescents (Visher & Visher, 1988). Thus, family patterns such as routines and celebrations may be expected to positively predict adolescent family life satisfaction.

Sociodemographic Variables and Adolescent Family Life Satisfaction

Several sociodemographic factors have been found to predict variations in the adaptation of remarried families. Specifically, it has been found that remarried family type (i.e. stepmother, stepfather; Santrock & Sitterele, 1987, Santrock et al., 1982; Clingempeel & Segal, 1986), age and

gender of the adolescent (Amato, 1987; Garbarino et al., 1984), and length of time since formation of the remarried family (Amato, 1987; Whiteside, 1982) relate to remarried family adaptation.

The remarried family has been indeed very complex. It was no longer possible for researchers to combine stepfamilies into simple categories. One of the early criticisms about the remarried family literature was the lack of distinction between stepmother and stepfather families. However, studies conducted using type of family as a variable have found significant differences between adolescent adaptation in stepmother and stepfather families (Clingempeel & Segal, 1986; Brand & Clingempeel, 1987).

Several other variables have been identified as possible sources for variance within stepfamilies which may also influence the findings of this study. It has appeared that the older the adolescent was at the time of the stepfamily formation the more difficult the adjustment to the stepfamily has been (Baydar, 1988). This finding has been substantiated regardless of when the initial divorce occurred (Clingempeel & Segal, 1986). In studies considering the adolescent's gender, researchers typically found that male and female adolescents responded differently to the remarried family. Baydar (1988) collected data from the National Survey of Children concerning the emotional well-being of children ages 7-16 in the remarried family as reported by the mother of the household. The findings suggested in stepfather families

both boys and girls experienced some withdrawn behavior, lack of concentration, and expressions of unhappiness. The boys tended to engage in more restless behavior than the girls, while the girls experienced more concentration problems than boys. Other less extensive studies found a greater negative affect for girls in remarried families than for boys (Santrock et al., 1982; Clingempeel et al., 1984)

The length of time since remarriage has appeared to be an important factor predicting adaptation in remarried families. Researchers have shown that after the second or third year the remarried family develops into its own structure and routines, beyond the previous family patterns (Hetherington, 1989; Keshet, 1980; Strother & Jacob, 1984). The couple has developed some shared history while the children have learned both how to function and how to deal with the parents. The questions of loyalty and disloyalty were usually closer to resolution by this time. Hence, the longer the adolescent has been in the remarried family system the tendency exists to be more adaptive (Strother & Jacob, 1984; Clingempeel et al., 1986).

Stepsiblings have presented a unique problem or potential problem to remarried family systems and adolescents (Rosenberg & Hajal, 1985; White & Booth, 1985). Stepsiblings add to the complexity of stepfamily interactions. Siblings may be either full relation, half relation or no relation to the adolescent. Each has presented its own set of challenges. The usual sibling rivalry has existed between the

full relation siblings; however, full relation siblings may not have continued to live with the same parent in which case grief over the loss of the sibling may have ensued. With more children in the family, demands increase on the parents for time and energy especially during the time of change and adjustment that has occurred with the formation of the new family. The child or children suddenly have "instant" brothers and sisters that often means a reduction in the amount of attention the parent could give to any one child. Previous research has shown a difference in the parental treatment of biological children, and step children. For example, Hobart (1987) found that mothers tended to have a more positive relationship with their natural children than with their stepchildren.

Based upon these ideas, the present study examined how adolescent perceptions of family resources (e.g., celebrations, routines, bonding, flexibility, parent-adolescent communication, and stepparent-adolescent communication) predicted adolescent adaptation (i.e., family life satisfaction) to remarried family life. Also included in the present study were certain sociodemographic variables that were expected to predict variations in the adaptation of remarried families. Specifically, these were the remarried family type (i.e., stepmother, stepfather; Santrock & Sitterele, 1987), gender of the adolescent (Amato, 1987), and length of time since formation of remarried family (Whiteside, 1982).

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APPENDIX B
METHODOLOGY

Sample and Procedure

The sample for this study, a subsample of 65 adolescents, was part of the sample of a larger study of adolescent family issues. The adolescents were between the ages 14-18 and living in the home with an adopted or biological parent and a stepparent. The sample was recruited through three participating senior high schools. Upon approval by school officials, consent forms were sent home with the adolescents to obtain parental consent. Questionnaires were completed during the subjects' English classes. The sample consisted of 52 stepfather and 13 stepmother families, 26 males, 39 females, with 15 being freshmen (9th grade), 22 sophomores (10th grade), 12 juniors (11th grade), and 16 seniors (12th grade) (see Table 3).

Insert Table 3 about here

The subjects were Caucasian (57), Indian (5), and Black (6). The ages of the sample were 14 (7), 15 (23), 16 (14), 17 (16), 18 (5). The majority of the subjects resided in the city (89.2%) with a few from rural areas (10.8%). The sample surveyed stated the marital status of their biological parents as widowed (9.2%), separated (7.7%), and divorced (83.1%).

Of those sampled, 95.4% of the fathers/stepfathers in the home were employed with 93.8% working full-time. Of the mothers/stepmothers in the home 78.5% were employed with 75.4% working full-time. The average education reported for the mothers/stepmothers and fathers/stepfathers in the home was an unspecified type of training after graduation from high school other than attending college. The most commonly reported time since the remarried family formation was 2 years, with the mean at 6.1 years and the median at 5 years. The average number of siblings reported were 1.6. The average number of stepsiblings reported were 1.4 with the mode at 2 and the median at 1.

Measurement

The self-report questionnaire included an instrument developed specifically for the overall project, previously established instruments, adaptations of previously established instruments, and sociodemographic information. The family patterns of stability (i.e., celebrations and routines) and family strengths (i.e., bonding, flexibility, parent-adolescent communication, and stepparent-adolescent communication) were measured using the McCubbin et al. (1988) scales and the Parent-Adolescent Communication Index (Olson et al., 1983). A standard fact sheet was included to assess sociodemographic data about the family members and specific information about the family constellation.

Adolescent family life satisfaction was measured using the Adolescent Family Life Satisfaction Index (AFLS). This

scale, developed for the overall project is a 12-item Likert-type scale that assesses the extent to which adolescents report satisfaction in their relationships with parents and siblings. The scale included 2 items utilized by Schumm et al. (1986) asking adolescents to report their overall satisfaction in relations with parents and siblings, and 10 items regarding adolescents satisfaction with the amount of approval, freedom, and expectations to conform to parents and siblings. The subjects reported the extent to which they agreed with each of the statements (i.e., strongly disagree, disagree, neutral, agree, strongly agree, and not applicable). The scale was designed to reflect satisfaction with the degree to which the family provided the atmosphere for adolescents to develop social competence in the family context. The scoring consisted of assigning numerical values to each of the responses (i.e., strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5) adding the responses to the 12 items together and dividing by the number of questions answered for a final mean score ranging from 1 to 5. Non-applicable responses counted as a zero and were not included in the final mean score. As part of the overall project, principal components factor analysis was conducted on the AFLS scale (Tabachnick and Fidell, 1983). As a result, a reducing the initial instrument from a 13-item scale to a 12 item scale, due to factor loading of $< .60$ on one item (i.e., satisfaction with the parents relationship with each other) (Comrey, 1973). The internal consistency

reliability coefficient (Cronbach's alpha; Cronbach, 1951) for the final scale was .86. The alpha reliability established for this study was .87 (see Table 4).

Insert Table 4 about here

The measurement of family strengths utilized previously established scales. Bonding was measured using the Family Bonding Index (McCubbin et al., 1988), a 14-item adaptation of the cohesion scale from FACES II (Olson, Portner, & Bell, 1982) that assessed perceptions about the family sense of unity or cohesion. In this Likert-type scale, the responses ranged "almost never," "once in awhile", "sometimes", "frequently", and "almost always". Numerical values were assigned to each response (i.e., almost never=1, once in awhile=2, sometimes=3, frequently=4, almost always=5) except on items 1, 3, 5, 7, 9, 10, and 11 where the values were reversed. The scoring consisted of subtracting the numerical value of the responses to questions 1, 3, 5, 7, 9, 10, and 11 from 36 and then adding this to the sum of all other questions to equal one final score. The previously established internal consistency reliability coefficient (Cronbach's alpha) was .85 (McCubbin et al., 1988), while the internal consistency reliability for this study was .72.

Flexibility was measured using the Family Flexibility Index (McCubbin et al., 1988), a 14-item adaptation of the adaptability scale from FACES II (Olson et al., 1982)

designed to address the respondent's perceptions about the family's ability to change its roles, rules, responsibilities, and decision-making to accommodate change. In this Likert-type scale the responses ranged "almost never", "once in awhile", "sometimes" "frequently" and "almost always". Numerical values were assigned to each response respectively ranging from 1 to 5 except on items 12 and 14 where the values were reversed. The scoring consisted of subtracting the sum of the numerical values for the responses for questions 12 and 14 from 18 and adding this number to the sum of all other responses to equal one final score. The previously established internal consistency reliability coefficient (Cronbach's alpha) was .86, while the internal consistency reliability coefficient for this study was .76.

Another family resource, parent-adolescent communication was measured using the total score for the parent and stepparent on the Parent-Adolescent Communication Index (Barnes & Olson, 1982). Barnes and Olson (1982) state that the 20-item Likert-type scale may be divided into the subscales (i.e., openness in communication, problems in communication) or utilized as one scale assessing perceptions of the effectiveness of communication. Numerical values were assigned to each response such that for items (4, 5, 20, 29, 32, 33, 38, 40, and 42) addressing open communication (i.e., strongly disagree=1, disagree=2, neither disagree nor agree=3, agree=4, and strongly agree=5) and for

items (8, 11, 12, 17, 24, 31, 35, 37, 39, and 41) addressing problems in communication (i.e., strongly disagree=5, disagree=4, neither disagree or agree=3, agree=2, and strongly agree=1). Respondents were asked to answer each item twice, once for their biological parent and once for their stepparent. One total score was achieved by determining the sum of scores on each of the items. The scales were intermingled on the questionnaire and combined with other measures on adolescent perceptions of parental behavior to reduce bias. The previously established internal consistency reliability coefficient (Cronbach's alpha) for the overall instrument was .87 (Olson et al., 1983), and the alpha reliability established using this sample was .87.

Other family resources, family celebrations and routines were measured using previously established instruments. Family celebrations were measured using the Family Celebrations Index (McCubbin & Thompson, 1987), a 9-item scale designed to measure the degree to which the family participates in the celebration of traditional, transitional, special, or situational events. Numerical values were assigned to each response (i.e., never=0, seldom=1, often=2, always=3, and not applicable=0). Scores on the responses were added together for a single final score. The previously established internal consistency reliability coefficient (Cronbach's alpha) was .69 (McCubbin & Thompson, 1987), while the internal consistency reliability coefficient established using this sample was .79.

Family routines were measured using the Family Time and Routines Index (McCubbin, McCubbin, & Thompson, 1987). The original instrument consisted of 32 items. Using the factor loadings reported by McCubbin et al. (1987), all items with factor loadings below .60 were dropped (Tabachnick & Fidell, 1983; Comrey, 1973). The final questionnaire consisted of a 17-item scale designed to measure the family's emphasis on building predictable routines to promote communication, autonomy and order for the adolescent, an emphasis on special times, sharing meals, responsibility, connections with relatives, and order in the home. Numerical values were assigned to each (i.e., false=0, mostly false=1, mostly true=2, true=3). The previously established internal consistency reliability coefficient (Cronbach's alpha) was .88 (McCubbin et al., 1987), while the internal consistency reliability coefficient established using the modified scale on this sample was .80.

Analysis

Pearson product moment correlations were used to establish whether significant relationships were evident between each variable and overall adolescent family life satisfaction, and the subscales (i.e., parent/stepparent-adolescent relationship, sibling/stepsibling relationship). Multiple regression analysis was used to examine the research model. The independent variables (i.e., bonding, flexibility, parent-adolescent communication, stepparent-adolescent communication, celebrations, time and routines,

length of time since remarriage, type of stepfamily, and gender of adolescent) were entered into a regression equation using overall adolescent family life satisfaction as the dependent variable. Identical independent variables were entered into two other regression equations using the Adolescent Family Life Satisfaction subscales, parent/stepparent relationship, and sibling/stepsibling relationship, as dependent variables. Internal consistency reliability coefficients (Cronbach's alpha) were established for each scale and each AFLS subscale (see Table 4).

Limitations

The generalization of these findings to other populations is limited due to the relatively small and nonrandom sample. The sample was limited geographically, as all of the subjects were from Oklahoma. The sample was taken from smaller schools. The sample was taken from smaller schools. The sample was primarily Caucasian and was limited in its racial scope. The sample was also limited to primarily stepfather families. Further, the study utilized only adolescent perceptions of family qualities, rather than perceptions from multiple family members.

APPENDIX C

RESULTS

Results

The Pearson product moment correlation analyses revealed significant positive relationships between flexibility ($r = .69$; $p < .001$), routines ($r = .48$; $p < .05$), parent-adolescent communication ($r = .36$; $p < .001$), stepparent-adolescent communication ($r = .33$; $p < .005$), celebrations ($r = .42$; $p < .001$), and adolescent family life satisfaction (see Table 1). A significant negative relationship was found to exist between bonding ($r = -.207$; $p < .05$) and adolescent family life satisfaction.

The Pearson product moment correlation analyses demonstrated significant positive relationships between flexibility ($r = .70$, $p < .001$), time and routines ($r = .46$; $p < .001$), parent-adolescent communication ($r = .23$; $p < .05$), stepparent-adolescent communication ($r = .54$; $p < .001$), celebrations ($r = .33$; $p < .005$), and the AFLS subscale, parent/stepparent relationship (see Table 5). A significant negative relationship was demonstrated between bonding ($r = -.34$; $p < .005$) and the subscale, parent/stepparent relationship. (see Table 5).

Insert Table 5 about here

The Pearson product moment correlation analyses demonstrated significant positive relationships between flexibility ($r = .40$; $p = .001$), time and routines ($r = .38$; $p = .001$), parent-adolescent communication ($r = .42$; $p < .001$), and celebrations, and the AFLS subscale, sibling/steppibling relationship (see Table 6). Adolescent gender included as a

Insert Table 6 about here

categorical variable and coded as 0 being male and 1 being female, also demonstrated a positive relationship ($r = .22$; $p < .05$) with sibling/steppibling relationship subscale.

The multiple regression analysis demonstrated the overall model to be significant with the predictor variables (i.e., time in family, gender, family type, flexibility, bonding, celebrations, routines, parent-adolescent communication, stepparent-adolescent communication) accounting for approximately 56% of the total variance in overall adolescent family life satisfaction ($F = 8.58026$; $p < .001$, see Table 2). Two variables were found to be predictors of overall adolescent family life satisfaction. These were parent-adolescent communication ($F = 6.81$; $p = .01$) and flexibility ($F = 13.08$; $p < .001$). Time and routines was almost significant ($F = 3.77$; $p = .0574$). Perhaps, a larger sample might demonstrate this to be significant. Stepparent-adolescent communication, family type, gender, celebrations, and length of time in remarried

family were not found to be significant within the overall model.

The analysis on the parent/stepparent-adolescent relationship subscale of the AFLS scale, demonstrated the model to be significant with the predictor variables (i.e., flexibility, parent-adolescent communication, stepparent-adolescent communication, bonding, time and routines, time in family, adolescent gender, family type) accounting for 61% of the total variance in the satisfaction of the adolescent with his or her relationship with the parent and stepparent ($F = 9.20$; $p < .001$, see Table 7). Two variables demonstrated

Insert Table 7 about here

significance within this subscale model. These were stepparent-adolescent communication ($F = .97$; $p < .005$), and flexibility ($F = 16.61$; $p < .001$).

The analysis on the AFLS subscale, sibling/stepsibling-adolescent relationship, demonstrated this model to be significant with the predictor variables (i.e., time in family, gender, family type, flexibility, bonding, celebrations, time and routines, parent-adolescent communication, stepparent-adolescent communication) accounting for 42% of the total variance in adolescent family life satisfaction ($F = 4.36$; $p < .001$, see Table 8). Two variables within the model demonstrated significance using

Insert Table 8 about here

the subscale model. These were parent-adolescent communication ($F = 11.13; p < .005$), and time and routines ($F = 5.43; p < .05$).

APPENDIX D
INSTRUMENTS

OKLAHOMA STATE UNIVERSITY
DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT
SURVEY OF ADOLESCENT/FAMILY ISSUES

PART I: Complete the following items

- 1 How old are you? _____ years old
- 2 What is your grade in school? Circle your answer
8 9 10 11 12
- 3 What is your sex? Circle your answer.
1 Male 2 Female
- 4 What is your race? Circle your answer
1 Black 3 White 5 Mexican American (Hispanic)
2 Asian 4 American Indian (Native American) 6 Other _____
- 5 Do you live in Circle your answer
1 a town or city 2 a rural area
- 6 Do you live at home? Circle your answer
1 Yes 2 No
If no, with whom do you live? _____
- 7 Are your natural parents Circle your answer
6 Married 4 Separated 2 Single
5 Divorced 3 Widowed 1 Other, please explain _____
- 8 Which of the following best describes the parents or guardians with whom you live? Circle your answer
5 Both natural mother and natural father 2 Natural father only
4 Natural father and stepmother 1 Natural mother only
3 Natural mother and stepfather 0 Some other person or relative Please describe _____

For this section answer questions about the parent(s), stepparent(s), or guardian(s) with whom you are currently living

- 9 Is your father/stepfather (male guardian) employed? Circle your answer
1 Yes 3 He is retired from employment
2 No
- 10 If your father/stepfather (male guardian) is employed, what is his job title? Please be specific

- 11 What does your father/stepfather (male guardian) do? Please give a full description such as "helps build apartment complexes" or "oversees a sales force of 10 people"

- 12 Is your father's/stepfather's (male guardian's) job Circle your answer
1 Less than full-time (less than 35 hours per week)
2 A full-time job (more than 35 hours per week)
- 13 Does your mother/stepmother (female guardian) currently work outside the home? Circle your answer
1 Yes 3 She is retired from employment
2 No
- 14 If your mother/stepmother (female guardian) is employed outside the home, what is her job title?

- 15 What does your mother/stepmother (female guardian) do? Please give a full description such as "teaches chemistry in high school" or "works on an assembly line where car parts are made"

- 16 Is your mother's/stepmother's (female guardian's) job Circle your answer
1 Less than full time (less than 35 hours per week)
2 A full time job (more than 35 hours per week)
- 17 Circle the highest level in school that your mother/ stepmother (female guardian) has completed
1 completed grade school 5 some college, did not graduate
2 some high school 6 graduated from college
3 graduated from high school 7 post college education (grad/law/medicine etc)
4 vocational school after 8 other training after high school, please specify.
high school

18 Circle the highest level in school that your father/ stepfather (male guardian) has completed

- | | |
|---------------------------------------|---|
| 1 completed grade school | 5 some college, did not graduate |
| 2 some high school | 6 graduated from college |
| 3 graduated from high school | 7 post college education (grad/law/medicine, etc.) |
| 4 vocational school after high school | 8 other training after high school, please specify, |
-

19 If you live in a remarried or a single parent family how frequently do you have contact with the parent you do not live with?

- | | | |
|---------------------|-------------------|------------------|
| 1 daily | 4 once a year | 7 not applicable |
| 2 1-4 times a month | 5 every few years | |
| 3 every few month | 6 never | |

20 How many miles does your other parent live from you?

- | | | |
|--------------------|------------------|------------------|
| 1 20 miles or less | 3 60-100 miles | 5 not applicable |
| 2 20-59 miles | 4 over 100 miles | |

21 If you live with a parent and a stepparent, how many years have they been married to each other?

_____ Years _____ Not applicable

This section deals with your brother(s)/stepbrother(s) and/or sister(s)/stepsister(s) both in and outside of your home

22 List the ages of your natural and adopted brothers and sisters

23 List the ages of your stepbrothers and stepsisters

PART II: For the next section, you will be asked questions about your family. Answer each question about the family members who live in your home (including stepfamily members).

DIRECTIONS Think over how your family changes and adjusts to changes. Decide for each statement listed below how often the situation occurs in your family ALMOST NEVER (1), ONCE IN A WHILE (2), SOMETIMES (3), FREQUENTLY (4), or ALMOST ALWAYS (5). Please circle a number from 1 to 5 which best represents how you see your family. Please respond to each and every statement.

To what degree do these statements describe your family?	Almost Never	Once in a While	Sometimes	Frequently	Almost Always
1. Family members say what they want	1	2	3	4	5
2. Family member's ideas and suggestions are usually appreciated and encouraged	1	2	3	4	5
3. Each family member has input in major family decisions	1	2	3	4	5
4. We can change family rules if we have good reasons to do so	1	2	3	4	5
5. In solving problems the children's suggestions are followed	1	2	3	4	5
6. We can and do chip in to help each other with chores and tasks	1	2	3	4	5
7. Children have a say in their discipline	1	2	3	4	5
8. Everyone seems to know what other family members are doing and can count on them to follow through	1	2	3	4	5
9. Our family tries new ways of dealing with problems	1	2	3	4	5
10. We face problems with confidence that we can change our family rules and ways of behaving to manage the problem without too much trouble	1	2	3	4	5
11. When problems arise we compromise	1	2	3	4	5
12. We keep track as to whom has what chores and duties	1	2	3	4	5
13. We shift household responsibilities from person to person	1	2	3	4	5
14. We have set rules and expectations of each other and we expect to keep them no matter what happens	1	2	3	4	5

DIRECTIONS: Decide for each statement listed below how often the situation described occurs in your family and circle the appropriate answer ALMOST NEVER (5), ONCE IN A WHILE (4), SOMETIMES (3), FREQUENTLY (2), ALMOST ALWAYS (1).

To what degree do these statements describe your family?	Almost Never	Once in a While	Sometimes	Frequently	Almost Always
1. It is easier to discuss problems with people outside the family than with other family members	5	4	3	2	1
2. The family comes first; we agree to put our personal needs second to the needs of the family	5	4	3	2	1
3. Family members feel closer to people outside the family than to other family members	5	4	3	2	1
4. We need to check everything with each other in the family before we make a major decision	5	4	3	2	1
5. In our family, everyone goes his or her own way	5	4	3	2	1
6. Family approval of friends and close relationships is very important	5	4	3	2	1
7. Family members pair up with each other rather than do things as a total family	5	4	3	2	1
8. It is difficult to be your own person and to be very independent in our family	5	4	3	2	1
9. Family members avoid each other at home	5	4	3	2	1
10. We spend very little time together as a family	5	4	3	2	1
11. We have difficulty thinking of things to do as a family	5	4	3	2	1
12. We keep problems to ourselves to avoid conflicts and tensions that upset our family	5	4	3	2	1
13. Family members go along with what the family decides to do	5	4	3	2	1
14. Family members seem to be putting their noses in each other's private business	5	4	3	2	1

DIRECTIONS: Please read each special event/occasion and decide how often your family celebrates (i.e., take time and effort to appreciate the event/special situation, etc.) on these occasions. Please circle the appropriate answer: NEVER (0), SELDOM (1), OFTEN (2), or ALWAYS (3). Please respond to all items.

We celebrate these special moments	Never	Seldom	Often	Always	Not Applicable
1. Friend's special events	0	1	2	3	no family friends
2. Children's birthday(s)	0	1	2	3	
3. Relative birthdays/anniversaries	0	1	2	3	
4. Parent(s) birthdays	0	1	2	3	
5. Religious occasions (holy days, etc.)	0	1	2	3	
6. Yearly major holidays (4th of July, New Year)	0	1	2	3	
7. Occasions (i.e., Valentine's Day, Mother's Day)	0	1	2	3	
8. Special changes and events (i.e., graduation, promotion)	0	1	2	3	none to celebrate
9. Special surprises and successes (i.e., passed a test, good report card)	0	1	2	3	none to celebrate

DIRECTIONS

First, read the following statements and decide to what extent each of these routines listed below is false or true about your family. Please circle the number (0,1,2,3) which best expresses your family experiences: (FALSE (0), MOSTLY FALSE (1), MOSTLY TRUE (2), TRUE (3))

Second, determine the importance of each routine to keeping your family together and strong (NI=NOT IMPORTANT, SI=SOMEWHAT IMPORTANT, VI=VERY IMPORTANT) Please circle the letters (NI, SI, or VI) which best expresses how important the routines are to your family. If you do not have children, relatives, teenagers, etc., please circle NA=Not Applicable

ROUTINES	How Important to Keeping the Family Together and Strong?								
					Importance to Family			Not Applicable	
	False	Mostly False	Mostly True	True	Not	Somewhat	Very		
1. Parent(s) have some time each day for just talking with the children	0	1	2	3	NI	SI	VI	NA	
2. Working parent has a regular play time with the children after coming home from work	0	1	2	3	NI	SI	VI	NA	
3. Non working parent and children do something outside the home almost every day (e.g. shopping, walking, etc.)	0	1	2	3	NI	SI	VI	NA	
4. Family goes some place special together each week	0	1	2	3	NA	SI	VI	NA	
5. Family has a certain family time each week when they do things together at home	0	1	2	3	NI	SI	VI	NA	
6. Each child has sometime each day for playing alone	0	1	2	3	NI	SI	VI	NA	
7. Parents have a certain hobby or sport they do together regularly	0	1	2	3	NI	SI	VI	NA	
8. Parents have time with each other quite often	0	1	2	3	NI	SI	VI	NA	
9. Parents go out together one or more times a week	0	1	2	3	NI	SI	VI	NA	
10. Family eats at about the same time each night	0	1	2	3	NI	SI	VI	NA	
11. Whole family eats one meal together daily	0	1	2	3	NI	SI	VI	NA	
12. Family has regular visits with the relatives	0	1	2	3	NI	SI	VI	NA	
13. Children/Teens spend time with grandparent(s) quite often	0	1	2	3	NI	SI	VI	NA	
14. Working parent(s) comes home from work at the same time each day	0	1	2	3	NI	SI	VI	NA	
15. Parent discuss new rules for children/teenagers with them quite often	0	1	2	3	NI	SI	VI	NA	
16. Children do regular household chores	0	1	2	3	NI	SI	VI	NA	
17. Teenagers do regular household chores	0	1	2	3	NI	SI	VI	NA	

DIRECTIONS: Think about the family members living in your home (include stepfamily members or guardians). Decide how you feel about each statement and circle your answer as follows: **STRONGLY DISAGREE (1); DISAGREE (2); ARE NEUTRAL (3); AGREE (4); OR STRONGLY AGREE (5)**

When I think about my parent(s)/stepparent(s)/guardian(s) (include those present in your home) I am satisfied with	SD	D	N	A	SA	Not Applicable
1 how much my parent(s) approve of me and the things I do	1	2	3	4	5	
2 The amount of freedom my parent(s) give me to make my own choices	1	2	3	4	5	
3 the ways my parent(s) want me to think and act	1	2	3	4	5	
4 the amount of influence my parent(s) have over my actions	1	2	3	4	5	
5 the ways my parent(s) try to control my actions	1	2	3	4	5	
6 my parent(s) relationship with each other	1	2	3	4	5	One parent family
7 my overall relationship with my parent(s)	1	2	3	4	5	

When I think about my brothers and/or sisters (include stepbrothers/sisters if present in your home) I am satisfied with	SD	D	N	A	SA	Not Applicable
8 how much my brothers and/or sisters approve of me and the things I do	1	2	3	4	5	No sisters/brothers
9 the amount of freedom my brothers and/or sisters give me to make my own choices	1	2	3	4	5	No sisters/brothers
10 the ways my brothers and/or sisters want me to think and act	1	2	3	4	5	No sisters/brothers
11 the amount of influence my brothers and/or sisters have over my actions	1	2	3	4	5	No sisters/brothers
12 the ways my brothers and/or sisters try to control my actions	1	2	3	4	5	No sisters/brothers
13 my overall relationship(s) with my brothers and/or sisters	1	2	3	4	5	No sisters/brothers

For the next set of questions, please answer by indicating if you are **VERY DISSATISFIED (1), DISSATISFIED (2), NEUTRAL (3), SATISFIED (4) OR VERY SATISFIED (5)** by circling your answer.

How satisfied are you with	VD	D	N	S	VS
1 with how close you feel to the rest of your family?	1	2	3	4	5
2 with your ability to say what you want in your family?	1	2	3	4	5
3 with your family's ability to try new things?	1	2	3	4	5
4 with how often parents make decisions in your family?	1	2	3	4	5
5 with how much mother and father argue with each other?	1	2	3	4	5
6 with how far the criticism is in your family?	1	2	3	4	5
7 with the amount of time you spend with your family?	1	2	3	4	5
8 with the way you talk together to solve family problems?	1	2	3	4	5
9 with your freedom to be alone when you want to?	1	2	3	4	5
10 with how strictly you stay with who does what chores in your family?	1	2	3	4	5
11 with your family's acceptance of your friends?	1	2	3	4	5
12 with how clear it is what your family expects of you?	1	2	3	4	5
13 with how often we make decisions as a family rather than individually?	1	2	3	4	5
14 with the number of fun things our family does together?	1	2	3	4	5

PART III - Directions: Think about your relationship with your mother/stepmother (or female guardian) and or father/stepfather (or male guardian) Circle the answer that best describe your thoughts and feelings about each parent/stepparent (or guardian) Respond regarding the family with whom you live SD = STRONGLY DISAGREE; D = DISAGREE, N = NEITHER DISAGREE OR AGREE, A = AGREE; SA = STRONGLY AGREE.

1	This parent explains to me that when I share things with other family members that I am liked by other family members	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
2	This parent shares many activities with me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
3	This parent seems to approve of me and the things I do	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
4	When I ask questions I get honest answers from this parent	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
5	I am very satisfied with how this parent and I talk together	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
6	This parent tells me that if I loved him/her I would do what s/he wants me to do	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
7	This parent says nice things about me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
8	This parent insults me when s/he is angry with me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
9	This parent tells me about all the things s/he has done for me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
10	This parent will not talk to me when I displease him/her	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
11	This parent has a tendency to say things to me which would be better left unsaid	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
12	This parent nags/bothers me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
13	This parent tells me that I will be sorry that I wasn't better behaved	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
14	This parent tells me that someday I will be punished for my behavior	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
15	This parent is always a good listener	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA

16.	This parent explains to me how good I should feel when I do what is right.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
17	Sometimes I have trouble believing everything this parent tells me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
18.	This parent is always finding fault with me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
19	This parent spanks or hits me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
20.	This parent tries to understand my point of view	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
21	This parent punishes me by sending me out of the room	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
22	Over the past several years, this parent explains to me how good I should feel when I shared something with other family members.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
23	This parent complains about my behavior	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
24	There are topics I avoid discussing with this parent	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
25	This parent tells me how good others feel when I do what is right	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
26	This parent punishes me by not letting me do things with other teenagers	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
27	This parent explained to me how good I should feel when I did something that s/he liked	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
28	This parent tells me how much s/he loves me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
29	This parent can tell how I'm feeling without asking	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
30	This parent does not give me any peace until I do what s/he says	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
31	When we are having a problem, I often give this parent the silent treatment.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA

32.	I find it easy to discuss problems with this parent.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
33	I can discuss my beliefs with this parent without feeling restrained or embarrassed	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
34	This parent punishes me by not letting me do things that I really enjoy	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
35.	I don't think I can tell this parent how I really feel about some things.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
36	This parent enjoys doing things with me	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
37	I am careful about what I say to this parent.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
38.	If I were in trouble I could tell this parent.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
39	When talking to this parent I have a tendency to say things that would be better left unsaid	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
40	I openly show affection to this parent	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
41	I am sometimes afraid to ask this parent for what I want.	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
42	This parent avoids looking at me when I have disappointed him/her	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
43	It is very easy for me to express all my true feelings to this parent	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA
44	This parent has made me feel that s/he would be there if I needed him/her	Mother	SD	D	N	A	SA
		Father	SD	D	N	A	SA

APPENDIX E
SUPPLEMENTARY TABLES

Table 3

Family Demographic Characteristics

Group	n	%
Family Type	65	
Stepfather	52	80%
Stepmother	13	20%
Gender of Adolescent		
Male	1	2%
Female	17	44%
Age of Adolescent	65	13%
14	7	11%
15	23	35%
16	14	21 50%
17	16	24 60%
18	5	7 70%
Length of Time in Remarried Family	65	
5 years or less	34	53%
6-10 years	18	28%
Over 11 years	13	19%

Table 4**Values of Cronbach Alpha, Means, and Standard Deviations for all Scales Used**

Scale	No of Items	Cronbach Alpha	Mean	SD
Flexibility	14	0 88	32 4	10 92
Bonding	14	0 89	44 5	10 92
Time and Routines	17	0 8	25 96	9 6
Celebrations	9	0 79	19 63	4 7
Parent-Adolescent Communication	40	0 87	121 72	21 7
Adolescent Family Life Satisfaction	12	0 87	39 38	11 2
Parent/Stepparent -Adolescent Relationship	6	0 83	17 57	5 68
Sibling/Stepsibling-Adolescent Relationship	6	0 93	18 55	7 54

SD= standard deviation
n=65

Table 5

Correlation Matrix for Predictor Variables and the Parent/Stepparent-Adolescent Subscale

	1	2	3	4	5	6	7	8	9	10
1 Flexibility										
2 Bonding	-0.36 ****									
3 Time and Routines	0.58 ****	-0.24 *								
4 Family Type	-0.07	0.02	0.01							
5 Parent-Adolescent Communication	0.29 **	-0.22 *	0.03	-0.04						
6 Stepparent-Adolescent Communication	0.4 ****	-0.39 ****	0.19	0.23 *	0.05					
7 Adolescent Gender	0.04	0.07	0.06	0.02	0.03	-0.28				
8 Celebrations	0.6 ****	0.09	0.5 ****	-0.02	0.08	0.2	0.16			
9 Time in Family	-0.04	-0.06	0.01	0.05	0.15	-0.06	0.14	-0.2		
10 Parent/Stepparent Relationship Subscale	0.7 ****	-0.34 ***	0.46 ****	0.02	0.23 *	0.54 ****	-0.11	0.33 ***	-0.7	

* p < .05, ** p < .01, *** p < .005, **** p < .001

Table 6

Correlation Matrix for Predictor Variables and the Sibling/Stepsibling-Adolescent Subscale

	1	2	3	4	5	6	7	8	9	10
1 Flexibility										
2 Bonding	-0.36 ****									
3 Time and Routines	0.58 ****	-0.24 *								
4 Family Type	-0.07	0.02	0.01							
5 Parent-Adolescent Communication	0.29 **	-0.22 *	0.03	-0.04						
6 Stepparent-Adolescent Communication	0.4 ****	-0.39 ****	0.19	0.23 *	0.05					
7 Adolescent Gender	0.04	0.07	0.06	0.02	0.03	-0.28				
8 Celebrations	0.6 ****	0.09	0.5 ****	-0.02	0.08	0.2	0.16			
9 Time in Family	-0.04	-0.06	0.01	0.05	0.15	-0.06	0.14	-0.2		
10 Sibling/Stepsibling-Adolescent Relationship Subscale	0.4 ****	-0.21	0.38 ****	-0.2	0.42 ****	-0.06	0.22 *	0.23 *	-0.02	

* p < .05, ** p < .01, *** p < .005, **** p < .001

Table 7 Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Parent/Stepparent- Adolescent Relationship Satisfaction

Predictor Variables	b	B	F
Parent-adolescent communication	0 01	0 08	0 81
Stepparent-adolescent communication	0 02	0 35	9 7 ****
Flexibility	0 06	0 57	16 61 ****
Bonding	0 01	0 07	0 46
Routines	0 02	0 19	2 8
Celebrations	-0 04	-0 2	2 59
Gender of adolescent	-0 03	-0 02	0 03
Family type	-0 08	-0 03	0 12
Time in new family	-0 02	-0 07	0 6
Multiple Correlation (R)			0 78
Multiple Correlation Squared			0 61
F-Value			9 2 ****

n=65 *p< 05, **p< 01, ***p< 005, ****p< 001
b=unstandardized betas, B=standardized betas

Table 8 Multiple Regression and Bivariate Correlation Analyses of Communication, Flexibility, Bonding, Celebrations, and Routines as Predictors of Sibling/Stepsibling- Adolescent Relationship Satisfaction

Predictor Variables	b	B	F
Parent-adolescent communication	0.03	0.38	11.13 ***
Stepparent-adolescent communication	-0.01	-0.13	0.98
Flexibility	0.02	0.17	1.03
Bonding	-0.01	-0.05	0.12
Routines	0.04	0.32	5.43 *
Celebrations	-0.03	-0.09	0.35
Gender of adolescent	0.48	0.19	2.67
Family type	-0.46	-0.14	1.66
Time in new family	-0.04	-0.13	1.3
Multiple Correlation (R)			0.65
Multiple Correlation Squared			0.42
F-Value			4.36 ****

n=65 *p< .05, **p< .01, ***p< .005, ****p< .001
b=unstandardized betas, B=standardized betas

APPENDIX F
CONSENT LETTERS



UNIVERSITY OF MINNESOTA
TWIN CITIES

Family Social Science
290 McNeal Hall
1985 Buford Avenue
St Paul Minnesota 55108
(612) 625-8247

PERMISSION TO USE FAMILY INVENTORIES

I am pleased to give you permission to use the instruments included in Family Inventories. You have my permission to duplicate these materials for your clinical work, teaching, or research project. You can either duplicate the materials directly from the manual or have them retyped for use in a new format. If they are retyped, acknowledgements should be given regarding the name of the instrument, developers' names, and the University of Minnesota.

If you are planning to use FILE, A-FILE, and F-COPES, you need to obtain separate permission from Dr. Hamilton McCubbin. His address is 1300 Linden Drive, University of Wisconsin, Madison, WI 53706.

Separate permission is also required to use the ENRICH inventory in either clinical work or research. This is because the inventory is computer scored and is distributed through the PREPARE/ENRICH office. For your clinical work, we would recommend that you consider using the entire computer-scored inventory. We are willing, however, to give you permission to use the sub-scales in your research. We will also provide you with the ENRICH norms for your research project.

In exchange for providing this permission, we would appreciate a copy of any papers, theses, or reports that you complete using these inventories. This will help us in staying abreast of the most recent development and research with these scales. Thank you for your cooperation.

In closing, I hope you find the Family Inventories of value in your work with couples and families. I would appreciate feedback regarding how these instruments are used and how well they are working for you.

Sincerely,

David H. Olson, Ph.D.
Professor

FAMILY INVENTORIES PROJECT (FIP)
Director David H. Olson Ph.D.

MARRIAGE AND FAMILY INVENTORIES PROJECT
Inventories Developed by Olson and Colleagues

ABSTRACT ON PROPOSED STUDY*

NAME: Carolyn S. Henry, Ph.D. PHONE: (405) 744-5057
ADDRESS: Family Relations & Child ABSTRACT DATE: 4/19/90
Oryx START DATE: 5/90
Oklahoma State University
CITY: Stillwater COMPLETION DATE: 8/92
STATE: Oklahoma DISSERTATION PROJECT () Yes
ZIP: 74078 (x) No

TITLE OF PROJECT:

Perceptions of Family Dynamics as Predictors of Adaptation During Adolescence

BRIEF DESCRIPTION:

This project is designed to examine adolescents' perceptions of qualities of family systems, parental qualities, and sociodemographic variables as predictors of adolescent adaptation (i.e., satisfaction with family life, high self-esteem, and lack of substance abuse).

THEORETICAL VARIABLES: Family Satisfaction, Parent-Adolescent Communication Patterns, Coherence, Hardiness, Flexibility, Bonding, Celebrations, Time and
SAMPLE: Routines, Self-Esteem, Substance Use Patterns, Parenting Behaviors

Type of Group(s): High School Students

Sample Sizes: 500

DESIGN: The self-report instruments will be used to measure adolescents' perceptions of family system qualities, parenting behavior/qualities, and sociodemographic information. Multiple regression analyses will be used to test the hypothesized models.

METHODS: (over)

(OVER)

*This Abstract should be completed and returned when requesting permission to use or copy any of the inventories. Thank you for completing this form. Please return to:

David H. Olson, Ph.D.
Family Social Science
290 McNeal Hall
University of Minnesota
St. Paul, MN 55108

METHODS:

**A. RESEARCH INSTRUMENTS DEVELOPED BY OLSON & COLLEAGUES
(Check One or More)**

1. Self-Report Scales

- FACES III**
 - Perceived Only
 - Perceived and Ideal
- FACES II**
 - Perceived Only
 - Perceived & Ideal
- FACES I (Original)**
- Family Satisfaction**
- Marital Satisfaction**
- ENRICH - Marital Scales**
- PREPARE - Premarital Scales**
- PAIR - Marital Intimacy**
- Parent-Adolescent Communication**

2. Behavioral Assessment

- Clinical Rating Scale on Circumplex Model**
- Inventory of Premarital Conflict (IPMC)**
- Inventory of Marital Conflict (IMC)**
- Inventory of Parent-Child Conflict (IPCC)**
- Inventory of Parent-Adolescent Conflict (IPAC)**

B. OTHER RESEARCH SCALES

FHI, Family Hardiness Index

FCELEB, Family Celebrations Index

FTRI, Family Time and Routines Index

FFI, Family Flexibility Index (adapted from FACES II)

FBI, Family Bonding Index (adapted from FACES II)

Rosenberg Self-Esteem Scale

Measures of adolescent perceptions of parental support, companionship, positive induction, negative induction, coercion, love withdrawal (as used by Peterson, 1982).

Instruments developed for this project--Adolescent Family Life Satisfaction Index,

Adolescent Substance Use Patterns Index

Do you wish to be kept on our mailing list?

Yes

No

ABSTRACT OF PROPOSED STUDY*
FAMILY STRESS COPING AND HEALTH PROJECT
Research Inventories Developed by Research Team

NAME: Carolyn S. Henry, Ph.D.

PHONE: (405)744-5057

ADDRESS: FRCD Dept.

Oklahoma State University

CITY: Stillwater

DOCTORAL
DISSERTATION PROJECT

STATE: Oklahoma

Yes

No

ZIP: 74078

MASTER'S THESIS

Yes

No

TITLE OF YOUR PROJECT:

Perceptions of Family Dynamics as Predictors of Adaptation During Adolescence

BRIEF DESCRIPTION:

This project is designed to examine qualities of family systems, parental qualities, and sociodemographic variables as predictors of adolescent adaptation (i.e., satisfaction with family life, high self-esteem, and lack of substance abuse).

RESEARCH VARIABLES:

SAMPLE:

Type of Group(s): High school students

Sample Size: 500

DESIGN & METHODS:

Self report questionnaires will be completed in the subjects' high school English classes, using the scales listed on back. Multiple regression analyses will be used to test the hypotheses.

*This Abstract should be completed and returned when requesting permission to use or copy any of the inventories. Thank you for completing this form.

SEND TO:

Dr. Hamilton I. McCubbin, Director
Anne K. Thompson, Associate Director
Family Stress, Coping, and Health Project
1300 Linden Drive
University of Wisconsin-Madison
Madison, WI 53706

(OVER)

METHODS:

A. RESEARCH INSTRUMENTS DEVELOPED BY FAMILY STRESS, COPING AND HEALTH PROJECT (Check all that apply to your project)

1. Stress and Strain Scales

- A-FILE- Adolescent-Family Inventory of Life Events & Changes
- FILE- Family Inventory of Life Events and Changes
- YA-FILE Young Adult Family Inventory of Life Events

2. Coping Scales

- A-COPE-Adolescent-Coping Orientation for Problem Experiences
- CHIP-Coping-Health Inventory for Parents
- DECS-Dual-Employed Coping Scales
- FCI-Family Coping Inventory
- F-COPES-Family Crisis Oriented Personal Scales
- YA COPES Young Adult Coping Orientation for Problem Experiences

3. Family Resources and Social Support Scales

- FIRM-Family Inventory of Resources for Management
- Social Support Index
- Social Support Inventory

4. Appraisal Scales

- FAM-AIDS Family Adaptation Index of Developmental Support
- FIB-Family Index of Balance
- FIC-Family Index of Coherence

B. OTHER RESEARCH SCALES USED IN YOUR STUDY

- FACES I, II, III
- FAD--Family Assessment Device
- FAM--Family Assessment Measure
- FES--Family Environment Scales
- APGAR
- Others--Describe briefly
- FHI, Family Hardiness Index
- FCELEB, Family Celebration Index
- FIRI, Family Time and Routines Index

Parent-Adolescent Communication
(Barnes & Olson)
Family Satisfaction
FFI, Family Flexibility Index
FBI, Family Bonding Index
Rosenberg Self-Esteem Scale
Measures of adolescent perceptions
of parental support, companionship,
positive induction, negative
induction, coercion, love withdrawal
parental substance use patterns,
adolescent substance use patterns,
adolescent family life satisfaction

C. ANY PHYSIOLOGICAL MEASURES () Yes (x) No
Describe briefly

Do you wish to be kept on our mailing list?

- Yes
- No



SCHOOL OF FAMILY RESOURCES AND CONSUMER SCIENCES
University of Wisconsin-Madison 1500 Linden Drive, Madison WI 53706 608 262 4447

OFFICE OF THE DEAN

January 10, 1990

David G. Fournier, Ph.D.
Associate Professor
Oklahoma State University
Dept. of Family Relations and Child Development
College of Home Economics
241 Home Economics West
Stillwater, OK 74078-0337

Dear Dr. Fournier:

I am pleased to give you my permission to use the following instruments:

A-COPE: Adolescent Coping Orientation for Problem Experiences
YA-COPE: Young Adult Coping Orientation for Problem Experiences
CIIP: Coping Health Inventory for Parents
DECS: Dual Employed Coping Scale
FCI: Family Coping Inventory
F-COPES: Family Crisis ORiented Personal Evaluation Scales
FILE: Family Inventory of Life Events and Changes
YA-FILE: Young Adult Family Inventory of Life Events and Changes
FHI: Family Hardiness Index
FTRI: Family Times and Routes Index
FIRM: Family Inventory of Resources for Management
FTS: Family Traditions Scale
FCELEBI: Family Celebrations Index
YA-SSI: Social Support Inventory
FIRA-G: Family Index of Regenerativity and Adaptation-General
FIRA-M: Family Index of Regenerativity and Adaptation-Military

As you are aware, we have a policy to charge \$5.00 (one time charge only) *per instrument* to individuals who seek permission. We apologize for this necessity and thank you for your prepayment. We also ask that you please fill out the enclosed abstract form and return it to this office.

Child and Family Studies Consumer Science Environment, Textiles and Design
Home Economics Education Home Economics Home Economics Communications

The manual, **Family Assessment Inventories for Research and Practice**, should be cited when using the instruments. The publication was printed at the University of Wisconsin-Madison in 1987 and edited by Hamilton I. McCubbin and Anne I. Thompson.

A sample copy of each of the instruments we have available through our office is enclosed. Additional copies can be obtained at this address for 10 cents each. When large quantities are requested, the cost of postage is also added to the order. However, with permission you also obtain permission to photocopy the scales, if you wish.

If I could be of any further assistance to you, please let me know.

Sincerely,



Hamilton I. McCubbin
Dean

HIM/cjd

Enclosures



Oklahoma State University

STILLWATER, OKLAHOMA 74078-0337
241 HOME ECONOMICS WEST
(405) 744-5057

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

DATE: October 15, 1990
TO: Parents of High School Students
FROM: Carolyn S. Henry, Ph.D., Assistant Professor *Carolyn S Henry*
in Family Relations, Oklahoma State University
RE: Adolescent/Family Issues Study

On October 22, 1990, a survey of adolescent/family issues will be conducted through the English classes at _____ High School. This study is designed to examine adolescents' perception of the types of family characteristics that predict adaptation during adolescence. Your son or daughter has been selected as a potential participant in the study.

The attached Participant/Parent Consent Form describes the study and how confidentiality of your son or daughter's responses will be protected. Please indicate your willingness to allow your son or daughter to participate in the study by signing the attached Participant/Parent Consent Form. Signed forms must be returned by Monday, October 22, 1990, for your daughter or son to participate in the study.

Thank you for your assistance.

jj



Celebrating the Past Preparing for the Future

PARTICIPANT/PARENT CONSENT FORM

**Department of Family Relations and Child Development
Oklahoma State University**

I authorize the participation of _____ in a study of adolescent/family issues conducted by Dr. Carolyn Henry, Assistant Professor of Family Relations at Oklahoma State University and her associates.

Participants in the study will complete a questionnaire asking about parent and adolescent relationships, self-esteem, substance use patterns, and other general information about the family. The questionnaires will be answered during class in the high school, requiring approximately 50 minutes to complete.

No names will be asked for or will appear on the questionnaires. All information from the questionnaires will be treated as confidential. Results from the questionnaires will be used only as group information with no report of individual answers.

The questionnaires are part of a study entitled "Perceptions of Family Dynamics as Predictors of Adaptation During Adolescence." The purpose of this study is to better understand the relationship between parents and their adolescents. Benefits of the study will include an increase in understanding of how parental qualities, family characteristics, and sociodemographic factors can predict how an adolescent will adapt to life.

Participation is voluntary and there is no penalty for refusing to participate. I am free to withdraw my consent and participating in this project at any time without penalty. If I want further information about the research, I may contact Dr. Carolyn Henry at (405)744-5057 or Terry Maciula at (405)744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Signature of the Participant/High School Student

_____ Date & Time _____

Signature of the Parent/Guardian

_____ Date & Time _____

I certify that I have personally explained all elements of this form to the participant before requesting that the parent/guardian of the participant sign the consent form.

Signature of Project Director/Authorized Representative

_____ Date & Time _____

VITA

Sandra G Gilliland

Candidate for the Degree of

Master of Science

Thesis: ADOLESCENT FAMILY LIFE SATISFACTION IN REMARRIED FAMILIES A STUDY OF COMMUNICATION, FLEXIBILITY, BONDING, CELEBRATIONS, AND ROUTINES

Major Field: Family Relations and Child Development

Biographical

Personal Data. Born in Oklahoma City, Oklahoma, May 3, 1965, the daughter of Mickey Lynn and Betty Lou Gilliland.

Education: Graduated from Putnum City High School, Oklahoma City, Oklahoma, in June 1983, received Bachelor of Science Degree in Family Life from Oklahoma Christian College in April, 1987, completed requirements for the Master of Science degree at Oklahoma State University in May, 1991

Professional Experience: Teaching, Research, and Administrative Assistant, Department of Family Relations and Child Development, Oklahoma State University, August, 1987, to December, 1989

Professional Affiliations: National Council on Family Relations; Oklahoma Council on Family Relations; Southwestern Society for Research in Human Development, Omicron Nu.