

COHESION, ADAPTABILITY, COMMUNICATION,
SATISFACTION AND CHARACTERISTICS
OF FAMILIES WITH ADULT CHILDREN
LIVING AT HOME

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Submitted to the Faculty of the
Graduate College of the
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in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
December, 1989

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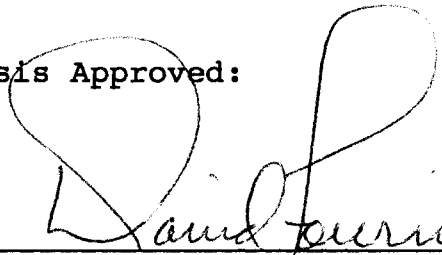
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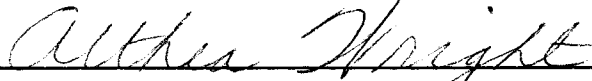
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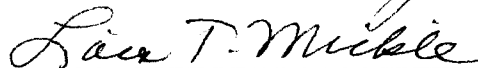
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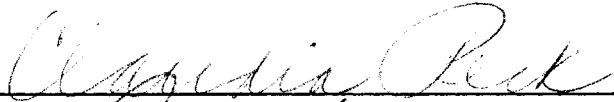
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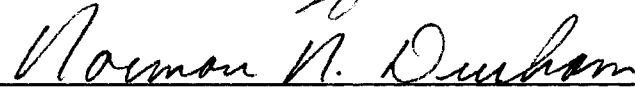
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ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to my thesis advisor, Dr. David Fournier, for sharing his expertise and knowledge with me, as well as his patience, guidance, and support through every step of this research. Above all, Dr. Fournier's belief that my research would contribute to knowledge about families, encouraged me.

To my special friend and colleague, Jim Burke, I thank for giving me the idea for this research study and for encouraging me to continue when my spirit waned. His support through coursework and my research could always be counted on.

Many thanks, too, go to the members of my committee, Dr. Gene Acuff, Dr. Lois Mickle, Dr. Claudia Peck, and Dr. Althea Wright, for their enthusiastic support of my research topic. Their interest, guidance and feedback are sincerely appreciated.

To my colleagues and friends at East Central University, I thank. Their help and encouragement inspired me to complete my task.

To my family and friends, who have encouraged me, despite my physical and mental absence at times, I also thank. Their understanding and patience with me will not be forgotten.

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CHAPTER I

INTRODUCTION

The 1980s has become the decade of young adults moving back home. Parents of young adults are less likely than at any time in the recent past to find themselves with empty nests (Felson, 1985). For some families, launching children as a normative process is occurring later, or not at all. More young people are pursuing advanced education, marrying later, and being priced out of the housing market (Ryder, 1988). In addition, increasing numbers of adult children are choosing not to leave their homes of origin. The phenomenon of delayed independence represents a true change in American family life (Okimoto & Stegall, 1987).

Recent popular literature, as reviewed by Clemens and Axelson (1985), reflects the phenomenon of the return of the adult child to his/her parents' home and the impact of their return on the family. Recognition in non-research literature of the growing numbers of adult child households, has focused on reasons for adult children remaining in or returning to the home of their parents, and giving advice and counsel to parents and young adults on how to cope with and manage their living situations. This literature, which appears to represent the major work dealing with adult child

families, has tended to emphasize the problems and stresses that may be associated with this family type.

Population surveys indicate a trend in adult child households. More young adults are living in parental households than in the past (Wise & Murry, 1987). Research shows, however, that middle-aged parents do not welcome this trend and it is important to look at how family life is impacted by this two-generation adult household arrangement and what effects this living style has upon parents and adult children.

Family and Individual Developmental Tasks

The family as the primary unit of our society is expected to perform specific tasks related to meeting the needs of both individual family members and the larger society. Task performance is associated with concrete activities which differ according to the family life cycle stage.

At least five types of family tasks are salient throughout significant portions of the family career. These tasks are physical maintenance; socialization for roles inside and outside the family; the maintenance of family morale and motivation to perform roles inside and outside the family; the maintenance of social control; and the acquisition of family members (by birth or adoption) to be launched from the family when mature. (Mattessich & Hill, 1987, p. 441)

A life cycle conceptualization of the family system is a way of linking family structure and normative development (Terkelson, 1980). The stages of the family life cycle represent a modal pattern of development for families--a pattern against which families and society can evaluate timely and specific task performance.

Two stages of the family life cycle occur during the middle years: the family as launching center and the family as empty nest (Duvall, 1977). The launching family's primary tasks are releasing young adult children into work, college, marriage and maintaining a supportive home base (Carter & McGoldrick, 1980). Parents are expected to teach their children how to function in the world outside the family. Home is the training ground that prepares the child to exist apart from the family in later life (O'Kane, 1981). If the family fulfills its responsibilities, the life cycle of the family continues with the formation of new families by young adults launched into the world and an empty nest for the parents.

Typically 18 years of growth is needed before a child is ready to leave the family and function apart from it. Launching of children may begin at as early as 18 years and continues until the retirement of parents. In terms of the age of the parents, this stage usually extends from the mid-forties to the mid-sixties (McCullough, 1980), making it the longest stage of the family life cycle. Families with a

few children, however, may experience only a few years of launching.

Parents in the launching stage of the family life cycle are generally at a period in their life when there are fewer parental responsibilities, higher marital satisfaction, and relative economic security. The children in the family are older adolescents or young adults and they are moving toward independence by preparing to leave or are leaving the family of origin after completing their education. They are leaving to work, make their own homes, and possibly marry.

The main developmental tasks of the individual family members in the launching family were conceptualized by McCullough (1980) in her examination of the family life cycle.

The young adult is expected to move towards independence and decisions about future life goals; explore and consolidate friendships and choose a possible mate; relate with parents and other family members on the basis of mutual adulthood; continue financial dependency on parents if pursuing professional education; and to relate to parents in a new way when he or she becomes a parent. Parents of young adults are expected to decrease their caretaking and parental roles; keep the nest open for children who may have difficulty getting started in a career; relate to a child's spouse; invest in more individual pursuits; reinvest in the marriage relationship;

resolve mid-life crises; consolidate past gains; expand horizons and interests; assume a grandparent role; and face changes in onself and the coming of old age. (pp. 178-179)

Many families have not followed the prescribed way of carrying out their life cycle tasks, and young adults are choosing to remain at home, or return to their family of origin where needs are met in adulthood as they had earlier been met in childhood. Solomon (cited in McCullough, 1980, p. 175) writes, "the task for the family of origin involves relinquishing the primary nature of the gratification involved in the role of parents." He states further that failure to accomplish this task may mobilize the family to hold on to the last child, thus not completing the launching task of the family.

Because of the increasing numbers of families which have adult child members living in the household, families at the life cycle stage of launching are becoming more visible. Historically, societal changes have affected the way in which family life cycle tasks are achieved and when. In today's society there have been significant changes in marital patterns, fertility patterns and the economy and, no doubt, they have affected family structure and functioning.

The interaction of the family and family life cycle tasks need to be evaluated due to recent shifts in the ways families are structured and function. The traditional launching task of the family does not seem to be as

important to achieve as it once was, either for the parent or the adult child. Families may see their role differently in view of the many changes occurring in society that may contribute to more and longer dependency among family members.

Background of the Problem

The earliest data on young adults living in their parents' home come from the 1940 census. In that year, 43 percent of all persons aged 18-29 were living at home. As a result of the Depression, marriage rates were low and not many young adults could afford to live away from home while attending college or starting to work. At this time, too, it was also assumed that one lived at home until married. As those circumstances changed, the proportion of 18-29-year-olds who lived with their parents declined to 26 percent by 1960 and then began to rise, so that by 1983, the proportion reached 38 percent. After 1960, young persons began to encounter substantial competition for jobs, more of them attended college while living in their parents' home, and more young divorced persons and unwed mothers were returning to their parental home (Glick, 1984). According to U.S. Census Bureau data, in 1970 approximately 13 million young adults between the ages of 18 and 34 either had returned to, or had yet to leave, their parents' home. In 1980, U.S. Census reports indicated that approximately 16 million adult offspring lived in their parents' home which

averaged out to about six percent of the total population (O'Kane, 1981). Census reports in 1984 also showed a sharp drop in the number of young adults who started new households the previous year, although the pool of young adults who might be expected to do so had not become smaller (Littwin, 1986). In 1985, according to the Current Population Survey (Riche, 1987), 35 percent of Americans aged 22-to-24 and 14 percent of those aged 25-to-29 were living in their parents' home. Among the 25-34-age group, the proportion who lived at home rose only slightly over the last 25 years. According to Current Population Reports, in 1986, 59 percent of men and 47 percent of women ages 18-24 returned or had never left their parents home. This is up from 52 percent and 35 percent in 1980 (U.S. Department of Commerce, 1986). Topolnicki (1988), reported that in 1988 11 percent of all 25-to-34 year-olds lived at home, up from nine percent in 1960.

Young adults are typically returning or remaining home during periods of the family life cycle known as the launching or empty nest period. Research has generally shown these periods to be ones of easing tensions and increasing satisfaction with the marriage and family lifestyle (Axelson, 1960; Carter & McGoldrick, 1980; Rollins & Cannon, 1974; Spanier, Lewis, & Cole, 1975). The family is not expected to have children at home, but to have independent children living away from the family of origin. The family's life cycle stage is "off-schedule" by both

societal and theoretical expectations if adult children remain or return to their parents' home to live. Typically, for the young adult, movement out of the parental home is a major step in their "transition to adulthood" (Goldscheider & DaVanzo, 1985).

Much speculation has occurred as to the reasons why adult children are, in increasing numbers, remaining in or returning to the home of their parents. Demographers suggest that the situation may be a result of a poor job market, high housing costs, and unrealistic expectations of the freedoms and responsibilities of adulthood. Littwin (1986) points to parents who raise children, who as adults, are emotionally and economically dependent upon them. McCullough (1980) and Glick (1984) attribute the return of young adults to changes reflected in the general demographic, economic, and social changes that have occurred in the American society: difficulty finding employment, high rates of marriage delay, marital dissolution and unmarried motherhood.

Statement of the Problem

Professional family literature has given little attention to the adult child family and to the structure and function of these families. Existing literature tends to focus on middle-aged children and elderly parents, rather than middle-aged parents and their adult children. Some attention has been given to "the empty nest", effects of

returning children on marital happiness, population trends, and census data (Clemens & Axelson, 1985; Feuerstein & Roberts, 1981; Glick, 1984; Glick & Lin, 1986; Goldscheider & DaVanzo, 1985; Harkins, 1978; Rollins & Cannon, 1974; Spanier, Lewis, & Cole, 1975). The professional literature, however, does not address in any significant way the adult child household as an emerging family type with implications for family studies.

Families and individuals within family systems proceed through a developmental cycle which occurs in stages, with specific tasks to achieve and/or conflicts to resolve at each stage. The family with adult child member(s) has gained attention because it does not fit the normative pattern of development for families, nor for individual family members.

By recognizing the adult child family as an emerging family form, descriptive and comparative research in this area will contribute knowledge on the challenges facing families and individuals at the launching stage of family development. This research is intended to add to understanding of adult child families and specifically to their emotional bonding (cohesion), flexibility and ability to change (adaptability), communication, satisfaction, and other aspects of individual, family, and extra-familial background characteristics. The specific focus is to identify the characteristics of these families and how family members see themselves and the functioning of their

families, as related to family cohesion and adaptability.

Purpose of the Study

The major purpose of this study was to describe the individual system, family system, and environmental system characteristics of adult child families on the dimensions of family behavior, cohesion and adaptability. The research was based on family system theory and individual and family life cycle theory, looking at the systemic features of the family, the individual family members, and their relationship to family functioning.

It is hoped that the findings from this study will provide additional information on the characteristics of families and individuals at the family life cycle stage of launching and give some insight into the increase of adult child families in the American society. Characteristics of these families may contribute to the likelihood that children will not be launched at the "appropriate" time--parents who are unwilling to let go of adult children and adult children who may not be prepared to be on their own. In addition, research in this area would be valuable to family therapists working with families experiencing transitional difficulties in the launching stage of the family life cycle.

Conceptual Framework

Systems Theory

The recognition of the family as a system has its roots in the general systems theory that was pioneered by Bertalanffy (1934). His work in the biological sciences allowed social scientists to see that all systems, including families, shared the same general principles of organization and operation (Okun & Rappaport, 1980). Prior to systems thinking, families were largely seen as collections of individuals who functioned rather independently of one another, despite the fact that the interdependence of family members is quite striking.

Family systems theory is a special application of general systems theory which has contributed to a greater understanding of the dynamics of families. Four systemic concepts are of particular value in viewing and evaluating family functioning: interdependence, boundary maintenance, adaptation and change, and task performance or purpose.

The interdependence of family members intellectually, emotionally and behaviorally is apparent. Family members do not live or act in isolation and their interactions are such that a change in any part of the family affects the other parts. Change in the family is stimulated by family developmental tasks and life stresses. Members' behaviors have consequences for all other members (Mattessich & Hill, 1987) and it is necessary that the family restructure its

organization to maintain balance in the family system.

Families have clearly defined boundaries differentiating them from other groups in society. These boundaries are defined by the redundant patterns of behavior which characterize the relationships within that system (Becvar & Becvar, 1982). Families create and retain their own cultures and identities, and have a history which makes them unique from any other system. Boundaries that are very closed are impediments to the exchanges of family members with the outside environment. Open boundaries allow for the easy movement of family members in and out of the family system, thus expanding their environment to include many different systems. The task for the family, according to Minuchin (1974), is to develop boundaries between members that allow for individual differences without forfeiting the essential identity and loyalty of the group.

Families, as organizations, are resilient and have the capacity to adapt to changes, either internally or externally precipitated (Mattessich & Hill, 1987). The process of change and adaptation is what allows for growth and stabilization of the family system. Family compositions change and needs of family members change, thus creating the need for the family to be flexible and incorporate new interactional patterns. If the family does not change and adapt, it becomes stagnant and ineffective.

Task performance is another systemic feature of the family. As is characteristic of all social systems,

families must accomplish certain tasks to insure their survival. These tasks are related to the purpose and goal direction of the system, which is to provide a context that supports need attainment for all its individual members (Terkleson, 1980). The goal and purpose of the family system changes across the life cycle as the needs of family members and society changes.

Family Life Cycle Theory

The life cycle of the family refers to the succession of critical stages through which the typical family passes . . . such as marriage, birth of children, children leaving home; the "post children" or "empty nest" period, and ultimate dissolution of the marriage through death of one of the spouses (Glick, 1977). Duvall (1977) conceptualized the family as an organization and setting for facilitating the growth and development of its members. The family life cycle defines the structure of the family, which is linked with normative development at any given point. "Family life cycle stages provides an index of allocation of roles within the family and serves as one means of operationalizing developmental structural differentiation" (Mattessich & Hill, 1987, p. 437).

The work of Duvall and Hill (1948), joined the life cycle and human development approaches. They drew on the symbolic interactionism of G. H. Mead, E. Burgess, and W. Waller for their view of the family as an arena of

interacting personalities, and from Havighurst and Erikson for their views of human development as marked by mastery over the life span of progressively more complex developmental tasks (cited in Terkelson, 1980).

Individual Life Cycle Theory

Individuals develop across the life cycle, achieving age-appropriate tasks, while resolving crises at each stage of development. Knowledge about these stages is helpful to pinpointing dominant themes that characterize many individuals at particular points in their development.

Erikson's (1963) conceptualization of individual development across the life cycle provides a useful framework for viewing the individual development of family members in the launching stage of the family life cycle. Typically, parents are in mid-life and children in late adolescence and/or young adulthood during this stage.

Late Adolescence. Adolescents, 18 to 22 years of age, may be living away from their parents' homes. This symbol of independence may take the form of going to college, joining the military, or taking a job in another community (Newman & Newman, 1987). The most important task of adolescence, according to Erikson (1963) is to discover "Who Am I", and a significant aspect of this search for identity is the young person's decision about a career. Lack of clarity about one's role in society can result in an

excessively long time for one to reach adulthood. Adolescents may also express their confusion by acting impulsively to commit themselves to poorly thought out courses of action, or by regressing into childishness to avoid resolving conflict (Papalia & Olds, 1981).

Young Adulthood. According to Erikson (1963), this stage is characterized by the young adult who, by having developed a sense of identity during adolescence is able to fuse this identity with that of others. He or she is now ready to make a commitment to a close, intimate relationship with another person. Ordinarily, a young adult forms intimate relations outside the family which in time become more important than the relations within the family. These outside relations make it possible to make a transition from one's family of origin to a new nurturing system, which may include a mate (Haley, 1980).

Middle Adulthood. Erikson (1963) identified middle adulthood as a crisis of generativity versus stagnation. Generativity is the concern in establishing and guiding the next generation to lead useful lives. For parents the ability to be generative is symbol of successful childrearing.

Circumplex Model of Marital and Family Systems

The Circumplex Model formulated by Olson, Russell, and

Sprenkle (1979, 1983; Olson, Sprenkle, & Russell, 1979) had as its central underlying base general systems theory and concepts describing marital and family dynamics. Two aspects of marital and family behavior, cohesion and adaptability, were organized into a circumplex model facilitating classification of families into types; the primary ones are Balanced, Mid-range, and Extreme (Figure 1). The ultimate purpose of the Circumplex Model, according to Olson, McCubbin, Barnes, Larsen, Muxen, and Wilson (1985) is to "facilitate bridging the gaps that often exist among theorists, researchers and practitioners" (p. 1).

The Circumplex Model focuses on two central dimensions of family behavior: cohesion and adaptability, and a facilitative dimension, communication. The dimensions of cohesion and adaptability have been consistently observed in the concepts from family theory and family therapy in describing the behavior of families.

Cohesion is defined as the emotional bonding members have with one another and the degree of individual autonomy a person experiences in the family (Olson et al., 1979). Family cohesion assesses the degree to which families are separated from or connected to their family. There are four levels of cohesion into which a family may be categorized: disengaged, separated, connected, and enmeshed. Families balanced on cohesion function more effectively and conditions are optimum for individual development. When the levels of cohesion are balanced, the family deals more

CIRCUMPLEX MODEL OF MARITAL & FAMILY SYSTEMS

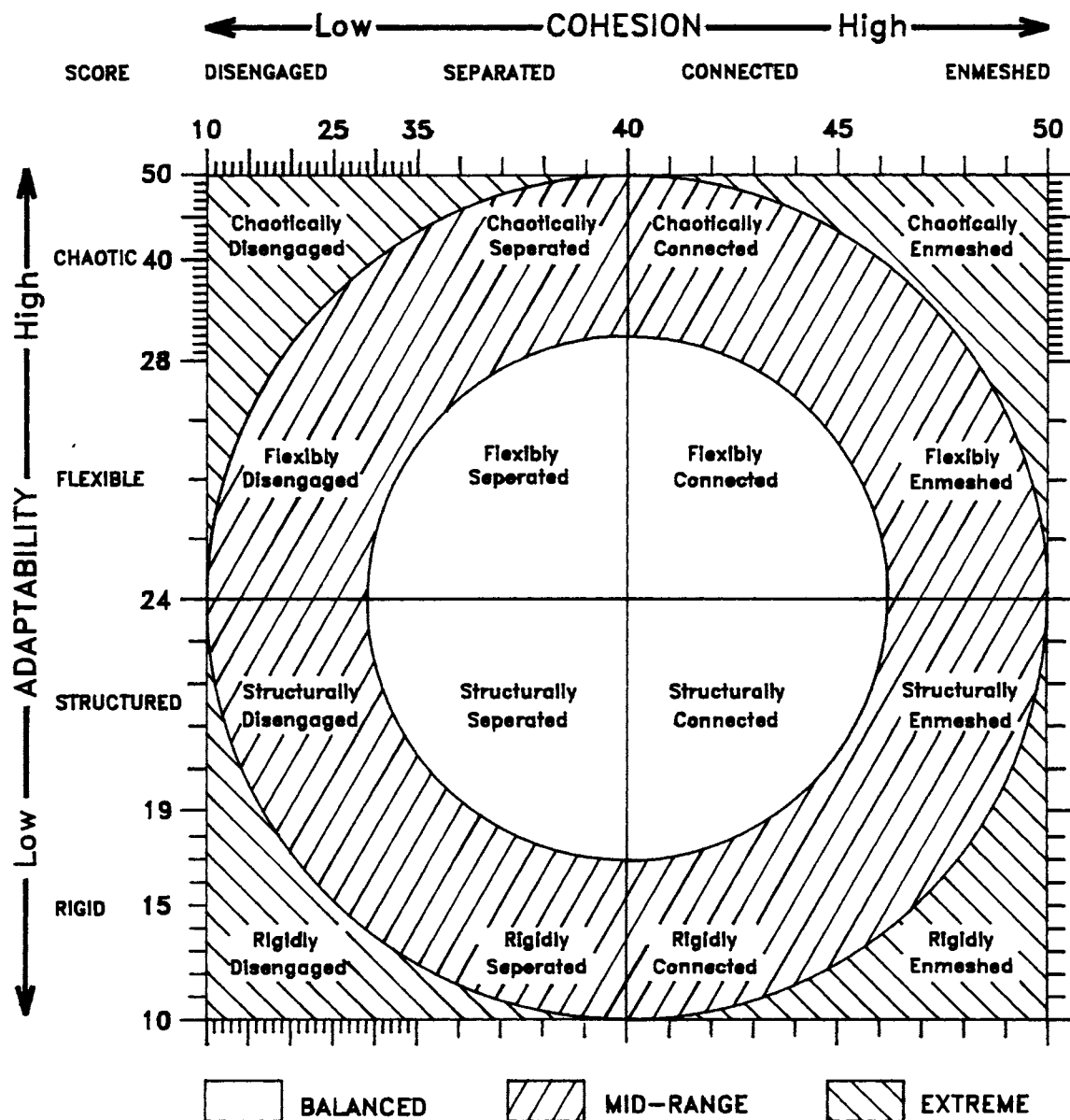


Figure 1. Sixteen Types of Marital and Family Systems Derived From the Circumplex Model.

From Olson, D. et al., Families: What Makes Them Work. Beverly Hills, Sage Publications, 1983.

effectively with situational stress and developmental change (Olson et al., 1979). Families extreme on cohesion will have difficulty functioning.

Adaptability is defined as the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress (Olson et al., 1979). Adaptability relates to the extent to which the family system is flexible and able to change. The four levels that are related to adaptability are: rigid, structured, flexible, and chaotic. The most viable family systems are those in the two central levels of the adaptability dimension (Olson et al., 1979) where there is greater balance in change and stability. Dysfunctional families tend to fall at either extreme of the variable.

Family communication facilitates movement on the dimensions of cohesion and adaptability. Balanced families tend to have more positive communication skills than extreme families.

The Circumplex Model allows one to integrate systems theory with family development. Building on Hill and Rogers (1964) family development approach, it was hypothesized that families must change as they deal with normal transitions in the family (Olson, McCubbin et al., 1985). An expectation is that the stage of family life and composition of the family will have considerable impact on the type of family system that exists.

Study of adult child families on the dimensions of cohesion and adaptability may provide insight into the types of families who allow their adult children to remain in or return to the home. The Circumplex Model may also provide a mechanism for determining how individual system, family system, and environmental system characteristics affect cohesion and adaptability within the family.

Conceptual Hypotheses

In view of the lack of research describing adult child families, specific studies designed to describe and evaluate the family system and developmental characteristics of these families is important. Describing these families in relation to the dimensions of cohesion and adaptability on the Circumplex Model may provide useful information about characteristics of adult child families. In addition, descriptions of individual, family, and environmental system characteristics will contribute to understanding adult child families. Therefore, the following hypotheses are postulated:

1. The level of family cohesion on the Circumplex Model will be significantly related to individual system characteristics of locus of control, independence, self-esteem, authoritarianism, and nurturance.
2. The level of family adaptability on the Circumplex Model will be significantly related to individual

system characteristics of locus of control, independence, self-esteem, authoritarianism, and nurturance.

3. The level of family cohesion on the Circumplex Model will be significantly related to family system characteristics of family communication, family satisfaction, marital satisfaction, and family resources.
4. The level of family adaptability on the Circumplex Model will be significantly related to family system characteristics of family communication, family satisfaction, marital satisfaction, and family resources.
5. The level of family cohesion on the Circumplex Model will be significantly related to selected background characteristics.
6. The level of family adaptability on the Circumplex Model will be significantly related to selected background characteristics.
7. Family member background characteristics will be related according to Circumplex Model family typologies of Flexibly Separated, Flexibly Connected, Structurally Separated, Structurally Connected, and Balanced.

Definition of Terms

The following are definitions of terms used throughout

this study.

Adult Child--Any adult, 18 years of age or older, in residence with his or her parent(s), who has never left the parental home or who has lived away from the parental home for a time, but has returned.

Authoritarian--A style of decision making in which the leader assumes total responsibility for making decisions and assigning responsibility. The authoritarian leader or parent expects obedience from everyone in a lower status position (Newman & Newman, 1987).

Authority--A person who has power and influence and who is seen by others as the legitimate decision-maker (Newman & Newman, 1987).

Autonomy--The ability to behave independently, to do things on one's own (Newman & Newman, 1987).

Dependence--A state of being supported by others, living at the expense of others, governed by, rely on, contingent on, condition by or connection with others (Webster, 1973).

Empty Nest--The time when children leave the home (Newman & Newman, 1987).

Family Adaptability--Has to do with the extent to which the family system is flexible and able to change. Family adaptability is defined as: the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress (Olson et al., 1979).

Family Cohesion--Assesses the degree to which family members are separated from or connected to their family. Family cohesion is defined as: the emotional bonding that family members have toward one another (Olson et al., 1979).

Family Communication--Refers to the facilitation of movement on the dimensions of cohesion and adaptability. Communication is one of the most crucial facets of interpersonal relations (Olson, McCubbin et al., 1983).

Family Life Cycle--The succession of critical stages through which the typical family passes, such as marriage, birth of children, children leaving home, the post children or empty nest period, and ultimate dissolution of the marriage through death of one of the spouses (Glick, 1977).

Family Satisfaction--Satisfaction with ones family on the dimensions of family cohesion and family adaptability. How the family feels about their levels of cohesion and adaptability (Olson, McCubbin et al, 1983).

Family System--The members and relationships which exist between and among family members (Becvar & Becvar, 1982).

Generativity--A concern for guiding the next generation and sense of responsibility to one's own children or others younger in age; generative adults view themselves as the normbearers (Erikson, 1963).

Independence--Self-government; a state of not being subject to the control of others or not relying on others for support (Newman & Newman, 1987).

Launching Stage--Occurs when the children leave their parental home. It begins when the first child departs and ends when all children are gone (the empty nest) (Troll, 1982).

Locus of Control--Locus of control refers to the extent to which persons perceive contingency relationships between their actions and their outcomes. People who believe they have some control over their destinies are called "Internals"; that is they believe that at least some control resides within themselves. "Externals," on the other hand, believe that their outcomes are determined by agents or factors extrinsic to themselves, for example, by fate, luck, chance, powerful others, or the unpredictable (Rotter, 1966a).

Marital Satisfaction--The subjective feelings of happiness, satisfaction and pleasure experienced by a spouse when considering all current aspects of his marriage (Hawkins, 1968).

Nurturance--The tendency to attempt to care for and further the growth and development of another (Newman & Newman, 1987).

Self-esteem--Liking and respect for oneself which has some realistic basis (Crandall, 1973). The evaluative dimension of the self that includes feelings of worthiness, pride, and discouragement (Newman & Newman, 1987).

System--A group of interrelated and interdependent parts which operate within a generally supportive

environment (Phillips, 1981).

Organization of the Study

This research study is presented in five chapters. Chapter I introduced the study, provided background information about the problem, and explained the problem and the purpose of the study. It also reviewed the theoretical framework which serves as the basis for the empirical study with conceptual hypotheses and definition of terms. The second chapter consists of a literature review describing previous research and theories relevant to this research. Chapter III outlines the specific research methodology, procedures and sample. It also describes the instruments used, collection of data, and describes how the data were analyzed. Chapter IV discusses the results of the analysis of data collected from research questionnaires. Chapter V provides a summary, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Interest in varying family types and structures has been well documented in family research literature. Researchers and theorists in the family field are interested in the structure of families and concerned with the effects of lifestyle on both the individual and various relationships within the family (Clemens & Axelson, 1985). The number of adult child families in the population of all types of families is significant. In 1980, the U.S. Census Bureau reported approximately 16 million adult offspring living in their parents' home. This averaged out to about six percent of the population (cited in O'Kane, 1981). The major type of literature which has dealt with the phenomenon of the adult child family has been concentrated in non-research sources. Family research literature, while recognizing the phenomenon, has not addressed the adult child family in a systematic way.

The review of literature will provide a basis for describing adult child families on the dimensions of cohesion and adaptability. Also addressed is the relationship of systemic characteristics of the family, individual system characteristics of family members, and

environmental system characteristics as they relate to cohesion and adaptability. In addition, this chapter will provide the conceptual base of this study in which theoretical positions pertinent to this research are explored. The review of literature will be organized into five sections: adult child families, family as a system, family functioning, individual as a system, individual functioning.

A summary of selected adult child literature appears in Table I, and will provide a framework for the review of other literature in this chapter related to variables examined in this study.

Adult Child Families

Recognition of the growing incidence of adult child families as an important trend in American society has been addressed by journalists and is beginning to gain the attention of social scientists and family researchers. The effects of residence sharing on family relations has been looked at, however, few empirical studies of this phenomenon have been reported in the literature.

The exploration for literature on adult child families began as a process to identify any source directly or indirectly related to the topic of adult child and family of origin. Popular magazines provided the framework by which other sources were located. Names of researchers mentioned in articles led this researcher to other pertinent

TABLE I
ANALYSIS OF SELECTED LITERATURE
ON ADULT CHILD FAMILIES

Source	Variable Assessed	Name of Instrument or Tool Used	Dimensions Measured		
			Individual System	Family System	Environmental System
<u>DEMOGRAPHIC LITERATURE</u>					
Glick <u>Journal of Marriage & the Family</u> (1975)	Delay in marriage; fertility patterns	U.S. Census Reports	X		X
Glick <u>Family Planning Perspectives</u> (1984)	Living arrangements; size and composition of American households	U.S. Census Reports (1960 & 1970) and Current Population Reports (1960, 1970, 1983)			X
Glick & Lin <u>Journal of Marriage & the Family</u> (1986)	Extent of incidence of young adults living with parents; character- istics of family members: age, race, marital status, main activity, fertility	U.S. Census Reports (dicennial report) Current Population Reports (1943, 1971, 1977, 1985)	X		
Goldscheider & DaVanzo <u>Demography</u> (1985)	Living arrangement of young adults: residentially dependent, semiautonomous, residentially independent	Data from National Longitudinal Study of U.S. high school class of 1972	X		X

TABLE I (Continued)

Source	Variable Assessed	Name of Instrument or Tool Used	Dimensions Measured		
			Individual System	Family System	Environmental System
Goldscheider & LeBourdais <u>Social Science</u> <u>Review</u> (1986)	First major residential break; age, gender, and timing	Follow-up Study of Survey of Brown University students (1967, 1968, 1969) Reinterviewed in 1979	X		
Grigsby & McGowan <u>Sociology &</u> <u>Social Research</u> (1986)	Marital status; school enrollment; attained education; labor force status;	1 in 1000 Public- Use Microdata Sample of the 1980 Census of Population and Housing	X		
Heer, Hodge, & Felson <u>Sociology &</u> <u>Social Research</u> (1985)	Tendency of young adults to live with parents; marriage	U.S. Decennial Census, 1950 and Population Survey, 1983	X		X
Riche <u>American</u> <u>Demographics</u> (1987)	Marriage patterns; incidence of young people living at home; reasons for leaving home	Current Population Survey (1985)	X		X
<u>POPULAR</u> <u>LITERATURE</u>					
Eberle <u>Woman's Day</u> (1987)	Incidence and reasons for return of adult children; parent and adult child relationship	Antecdotal & Informational	X	X	X

TABLE I (Continued)

Source	Variable Assessed	Name of Instrument or Tool Used	Dimensions Measured		
			Individual System	Family System	Environmental System
<u>Fischer Redbook</u> (1986)	Reasons why young adults are going back to parents	Antecdotal & Informational	X	X	X
<u>Goleman Psychology Today</u> (1980)	Psychological dependency of adult child	Antecdotal & Informational	X	X	X
<u>Good Housekeeping</u> (1982)	Return of grown son who wouldn't leave and dependency issues	Antecdotal		X	
<u>Good Housekeeping</u> (1987)	Problems of adult child living with parents	Antecdotal		X	
<u>Littwin Postponed Generation</u> (1986)	Reasons young adults are not leaving home and becoming independent	Interviews and anecdotes from parents and adult children	X	X	X
<u>O'Kane Living With Adult Children</u> (1981)	Background information; reasons adult offspring living at home; independence vs dependence of adult offspring	Self-report questionnaire and independent interviews	X	X	X
<u>Okimoto & Stegall Boomerang Kids</u> (1987)	The ways different families handled the return home of an adult child	Interviews and anecdotes from parents and adult children	X	X	X

TABLE I (Continued)

Source	Variable Assessed	Name of Instrument or Tool Used	Dimensions Measured		
			Individual System	Family System	Environmental System
<u>Rooney McCall's</u> (1980)	How grown children who won't leave affect parents' lives	Antecdotal & Informational	X	X	X
<u>Shaw New York</u> (1988)	Parents who "keep" their kids financially	Antecdotal	X	X	X
<u>Ryder Glamour</u> (1988)	Survival strategies for young adults moving back home	Antecdotal	X	X	
<u>Topolnicki Money</u> (1988)	Severing financial ties to grown kids	Antecdotal	X	X	
<u>U.S. News & World Report</u> (1982)	Economic squeeze on adult child; ersonal turmoil of adult child; family conflict	Antecdotal & Informational	X	X	X
<u>Webb New York</u> (1988)	Lifestyle of adult child vs lifestyle of parent; dependence of adult child; family conflict	Antecdotal & Informational	X	X	X
<u>Weinstein McCall's</u> (1989)	Financial responsibility of parents for grown kids	Antecdotal	X	X	X
<u>Wilding Savvy</u> (1980)	Problems of dependency of adult child	Antecdotal	X	X	

TABLE I (Continued)

Source	Variable Assessed	Name of Instrument or Tool Used	Dimensions Measured		
			Individual System	Family System	Environmental System
<u>PROFESSIONAL FAMILY LITERATURE</u>					
Clemens & Axelson <u>Family Relations</u> (1985)	Consequences for parents of adult child in home- lifestyle, interpersonal adjustments, and marital satisfaction; reasons for return of adult child	Self-administered questionnaire	X	X	X
Mancini & Blieszner <u>Medical Aspects of Human Sexuality</u> (1985)	Effects of coresidence on middle-aged children and aging parents; roles of parent and adult child	Antecdotal		X	
Mancini & Blieszner <u>Journal of Marriage & the Family</u> (1989)	Roles and responsibilities; parent-child interaction; individual well-bing; relationship quality; caregiving by adult children	Interviews	X	X	X
Schaiberg & Goldenberg Unpublished Paper (1988)	Theory about the rise of a returning-young-adult syndrome in middle-class family system	Field observations	X	X	X

TABLE I (Continued)

Source	Variable Assessed	Name of Instrument or Tool Used	Dimensions Measured		
			Individual System	Family System	Environmental System
Suitor & Pillemer <u>Journal of Marriage & the Family</u> (1987)	Presence of adult child in home and stress on elderly couples' marriage	Telephone interviews	X	X	
Wise & Murry <u>Journal of Home Economics</u> (1987)	Threat to the family in the middle years by young adults returning or remain- ing in parental household; dependent elderly parents	U.S. Census Data (1983)	X	X	X

literature on the subject of adult child families, although most of this literature was also concentrated in popular magazines. Magazine articles proved to be the most useful tool in the pursuit of relevant literature.

Telephone contact was made with two researchers whose names frequently appeared in popular literature. Their work was explored with them, as well as the work of other researchers and journalists. Several sources of adult child family literature were located in this way.

The ERIC database system was used to search for relevant literature. The terminology, "adult child family" was not recognized in the database and other terminology was used for the search. "Empty nest" produced references for several sources, however, most of this literature dealt with returning adult children or never leaving adult children in a peripheral way.

Clemens' and Axelsons' article, "The Not-so Empty Nest: The Return of the Fledgling Adult," in Family Relations (1985), initially guided the review of professional family literature. Major family journals, Journal of Marriage and Family, Family Process, Family Relations, and Journal of Marriage and Family Therapy, were reviewed monthly over a two year period of time (1987-1988). These reviews aided the researcher in locating professional publications related to adult child families, as well as in observing the amount of attention given to the topic.

The summary of adult child family literature in Table I

provides a delineation of sources documenting and examining the phenomenon of the adult child family. The Table is arranged in three categories: demographic literature, popular literature, and professional family literature. The earliest contributions, as noted in the Table, originated in demographic literature, which reported U.S Census information, societal trends, and the trend of increased numbers of households with adult child family members. Many popular magazines recognized this trend that demographers reported and began to publish articles about it. More importantly, these journalists focused on the effects of residence sharing on parents and adult children. Professional family literature slowly began to address the issue following the lead of demographers and journalists.

The review of adult child family literature to follow is organized into three sections: incidence of adult child families; supporting literature from non-research sources; and professional literature and empirical studies.

Incidence of Adult Child Families

There is a growing body of census and population data documenting the incidence and increase in the numbers of households made up of parents and adult children. Social and economic changes are reported to be significant factors associated with the increased incidence of adult child households. In addition, characteristics of family members,

such as age, education, income, marital status, and parenthood have been examined and contributes to knowledge about coresiding parents and adult children.

Demographic data provides family researchers with clues to changes in families that might not otherwise be noted. The contributions of demographers to family research and theory was reported by Wargon (1974). She suggested that analysts using population data and demographic techniques have made some of the most useful contributions to family research and theory. "Demographers study family and household units to examine the ways in which, and with whom persons develop and live in 'natural' human groups" (Wargon, 1974, p. 562).

In a demographic examination of American marriage and living arrangements (U.S. Census 1964, 1967, 1972, 1973, 1974), Glick (1975) reported a slowdown of marriage and a speed up of divorce in 1974. The forthcoming trend of more adult child family households could be predicted as increased numbers of never married or divorced young adults would remain in or return to the home of their parents because of these circumstances.

In an article entitled "American Household Structure in Transition", by Glick (1984), information from U.S. Census data for 1960 and 1970 and Current Population Reports for March 1960, 1970 and 1983 was reported. Data showed an increase in size of married couple households during the 1970s, which Glick (1984) reported was due to the changing

proportions of young adults and elderly persons who shared the home of relatives. Twenty-six percent of 18-29 year olds in 1970 lived with their parents and by 1983, 38 percent of 18-29 year olds lived with their parents. Glick (1984) attributed this increase in residence sharing in 1983 to competition for jobs, persons attending local colleges while living with parents, and divorced persons and unwed mothers returning to their parents' home. Glick noted that "changes in household structure since 1960 have reflected extensive demographic and social changes and without those changes, the pattern of household types would probably be about the same now as it was two decades ago" (p. 211).

Heer, Hodge, and Felson (1985) reported an emerging trend in the tendency of young adults to live with parents. Their findings were based on U.S. Census data for 1950, 1960, and 1980 and Current Population Survey data for 1983. They attributed the change in young adult living arrangements to the tendency of young adults to postpone marriage. A reported 59 percent of 18-24 year olds lived with their parents in 1983, while only 46 percent did in 1960. One-third of these 18-24 year olds were married in 1983, while in 1970, one-half of 18-24 year olds were married. Heer, Hodge, and Felson speculated that young adults leaving at younger ages may not have attained the level of maturity necessary for independent living and they return to their parents to continue the maturing process. It was concluded that most 18-35 year olds would move from

parental households when they had better jobs, saved enough money to move into an apartment or house, or got married.

Living arrangement and the transition to adulthood was studied by Goldscheider and DaVanzo (1985) in a national longitudinal study of the high school class of 1972. Twenty-two thousand adolescents, who had matured from 17.5 to 25 years, were surveyed in the spring of 1972 and the fall of 1973, 1974, 1976, and 1979. The key variable studied was living arrangement: residentially dependent, semiautonomous, and residentially independent. Also measured were marital status, parenthood, work, and student and military status. This research showed that,

overall, living arrangements seem to be highly responsive to many other life cycle events in the transition to adulthood. . . . Marriage had the most powerful influence on leaving home, but other transitions also had some influence, not only on leaving home but particularly to returning to the nest. Just as marrying and going to school were associated with leaving home, leaving these statuses--through divorce and dropping out of school--were associated with returns to the nest. (p. 559)

Current Population Reports (U.S. Department of Commerce, 1986) detailed changes in data from earlier surveys on marital status and living arrangements of the noninstitutional population of the United States. Data indicated that proportions of men and women in their early

thirties who had never married had doubled since 1960. Never-married persons included persons postponing marriage, as well as those electing never to marry. In addition, data showed that 53 percent of all young adults age 18 to 24 years lived in the home of their parents in 1986, compared with 43 percent in 1960.

In a study of the 1980 Census of Population and Housing conducted by Grigsby and McGowan (1986), data indicated a greater tendency of young adults over 18 years of age to live in parents' home. The largest proportion of dependent adult children fell in the youngest age group, 18-22 years old. Individuals in this age group were likely to be in school, and have low incomes and labor force participation. Grigsby and McGowan (1986) concluded that these persons, who were predominantly single, were not yet prepared for independent living and there was no real need for them to move out. Those adult children in the 23-29 age group were found to have higher education, income, and labor force participation and preparing for independent living or wanting marriage. Adult children over age 30 had low education levels and labor force participation and were less suited to live independently.

A retrospective study of Rhode Island residents covering the period 1920 to 1979 conducted by Goldscheider and LeBourdais (1986) suggested a trend toward leaving home at earlier ages. Data previously collected by Brown University from a clustered, multi-stage sample survey of

2,058 persons were reexamined. An analysis of this data showed that the process of leaving home in young adulthood had become more complex than in the past. "Marriage fluctuations and educational patterns have become less important, while other factors are impelling young people to leave home without forming a new family" (Goldscheider & LeBourdais, 1986, p. 144). Young adults were able to leave home and attain the independence of adulthood in new ways, not related to marriage or education.

Based on data from the U.S. Census Bureau's decennial census and Current Population Survey (1943, 1971, 1977, and 1985), Glick and Lin (1986) reported in the Journal of Marriage and the Family that more young adults than a few years ago were residing with their parents. In 1940, 43 percent of all persons aged 18-29 were living in the home of one or both of their parents; as a result of the Depression, marriage rates were low and not many young adults could afford to live away from home. As those circumstances changed, the proportion of 18-29 year olds living with parents had decreased to 34 percent in 1970 and then began to rise, so that by 1984, the percent reached 37 percent. Selected demographic characteristics (race, marital status, fertility) were also analyzed. The increase of young adults living with parents, according to Glick and Lin (1986), was due to a slow down in the American economy, postponement of marriage, increased housing costs, higher divorce rates, and a higher rate of unmarried mothers.

Riche (1987) reported in American Demographics that young adults, especially men younger than 25, were likely to delay leaving the home of their parents. Data were reported from the 1985 Current Population Survey, showing 60 percent of males aged 18 to 24 and 48 percent of females in that age group living at home or in college dormitories in 1985. This trend was attributed to delayed marriage and the pursuit of an education. Economic factors, according to Riche (1987), also contributed to young peoples' decision not to establish a residence of their own. Seventy percent of incomes of young men, who were the most prone to remain at home, were below \$10,000, compared to 40 percent of those who had left home. Data also suggested that young adults from affluent families took longer to leave their parents' home because it took them longer to replicate their parents' living standards. It was concluded that the process of leaving home was longer and more flexible than it used to be.

Youth Indicators 1988 (National Center for Education Statistics, 1988), a report on a study conducted by the Office of Educational Research, U.S. Department of Education, was based on information collected since 1950 at federal agencies and private organizations from participants 14 to 24 years old. This report showed that Americans in their 20s were living at home longer, delaying marriage and living on declining salaries. The percent of youth living in parents' home or college dorm rose from 43 percent in

1960 to 53 percent in 1985. A summary of this data indicated that young people seemed to be staying young longer than was once the case.

Demographic literature which has been reviewed confirms the incidence and trend of adult child families in American society. The literature reflects societal changes which have brought about changes in the structure and functioning of some families: a slowdown in the American economy; declining salaries; increased housing costs; pursuit of education; higher divorce rates; postponement of marriage; and a higher rate of unmarried mothers. More parents are experiencing a prolonged period of childrearing and more adult children, a prolonged period of dependency. Demographic literature has reported data which documents that the process of children leaving home is longer and more flexible than in the past.

Supporting Literature From Non-Research Sources

Literature from non-research sources, including newspapers, magazines, and books, provides information to the American public about trends in American society. The popular press and journalists have been diligent in reporting issues confronting the family by responding to concern about changes in family structure and the survival of the family as an American institution. The adult child family has gained attention because of the growing numbers

of middle-aged Americans having grown children returning home or choosing not to leave. This type of family is an anomaly, based on the American value of raising children to become independent adults, therefore a family type of interest.

Non-research literature has focused on demographic information and speculated about the reasons for adult children returning home. The problems of adult child families, as well, have been extensively examined in popular literature (Eberle, 1987; Fischer, 1986; Goleman, 1980; Littwin, 1986; O'Kane, 1981; Okimoto & Stegall, 1987; Rooney, 1980; Rosemond, 1988; Ryder, 1988; Topolnicki, 1988; Webb, 1988; Weinstein, 1989; "When the empty," 1982; Wilding, 1985).

The review of supporting literature from non-research sources will be presented in three sections: newspapers, popular magazines, and popular books.

Newspapers. Newspaper stories ("Americans growing," 1988; Campbell, 1989; Cowan, 1989; Kutner, 1988; "More fledglings," 1987; Newell, 1988; Tucker, 1988; "New Vocabulary," 1988) have tended to report U.S. Census data and Population Survey data on the incidence and trend of adult child families. Data are supported by social science research and interview information from adult child family members, demographers and from psychologists and social workers about their experiences with these types of

families.

Popular Magazines. Rooney (1980) suggested that young people were reluctant to leave the home of their parents and become independent because they could experience a better style of life with their parents, extend their college years, and experience sexual freedom while still living at home. She focused on the effects the "full nest" has had on the lives of parents and returning young adults. Parents, according to Rooney, may experience the "re-opening of old marital wounds" (p. 162), difficulty in advancing to the next stage in life and invasion of their time, plans, and space. The risks reported for young adults were risks to self-esteem and motivation. Parents were encouraged to require adult children to contribute financially to the household and assume definite household responsibilities.

Goleman (1980) associated leaving home with the conflicting needs of the child to be independent, yet wanting the security offered by their parents--the classic struggle of the adolescent. In an exploration of the transition from adolescence to adulthood, Goleman concluded that the significance of leaving home is not just moving out of the house of one's parents, but an inner movement of completing the developmental tasks of adolescence and leaving childhood.

In a special report on middle-age, U.S. News & World Report ("When the empty," 1982) highlighted the troubled

economy and the resulting increased return of young adult children to the "nest" of middle-aged parents. At the root of this growing trend, according to this report, were high unemployment rates, low-paying jobs, and high housing costs. In addition, many adult children were found to return home at times of personal crisis, such as divorce or unemployment. Advice given to parents was to get tough, rather than shield adult children from hardship and suffering, thus helping them to mature and lead independent lives. Parents were encouraged to capture the freedoms of middle-adulthood and an "empty nest".

Anecdotal accounts have provided a valuable source of insight into the issues and problems surrounding adult child family households. Good Housekeeping Magazine ("Our grown," 1982; "I moved," 1987), for example, in a regular monthly feature, titled, "My Problem and How I Solved It", highlighted the problems of parents and adult children living in the same household. Articles of this type deal with the day-to-day problems of parents and adult children and how they are able to work through problems. Readers learn of the incidence of adult child families, as well as gain insight about problems and problem solving.

Wilding (1985) characterized the return of adult children to their parents' home as a "desperate act" spurred by the high cost of housing, unemployment, divorce, and disillusionment with independence. According to Wilding (1985), middle-class child rearing practices have been

challenged because adult children are not being raised to be autonomous. The moving home of an adult child, reported Wilding, represents deviant behavior to society, and parents and adult children report feeling deviant in their living arrangement.

Fischer (1986) reported on the trend of young adults going back to their parents. 1970 and 1984 U.S. Census Bureau data documents the increase of young adults going back to their parents from 13 million in 1970 to 20 million in 1984. This trend was attributed to the postponement of marriage, the growing emphasis on advanced education, high housing costs, a tight job market and the rise in divorce. Difficulties in this living arrangement arise, according to Fischer (1986), when parents and adult children revert to old roles--grown children revert to adolescent ways and parents relate to adult children as if they were adolescents. Parents and adult children were advised to set ground rules about how they will live together comfortably--household chores, privacy, financial responsibilities.

Eberle (1987) discussed the dilemma of adult children living with parents and the need for them to establish adult-adult relationships in order to understand the problems implicit in their arrangement. Parents were advised to give up control, agree on mutual expectations, allow the young adult to be responsible for his or her own life, leave the child out of marital conflicts, and give up

guilt about the adult child's life. Eberle emphasized that parents must establish guidelines for the child's leaving or for his or her staying.

Family finances in adult child families is an issue of interest in popular magazines. Topolnicki (1988) reported that many young adults refuse to try or repeatedly fail to achieve financial independence once they complete their education because parents are too willing to help them financially. Parents were urged to sever financial ties to grown kids in order for them to achieve independence. Shaw (1988) reported on the "new breed of urbanite--Kept Kids" (p. 28), who remain financially and emotionally connected to their parents. Kept Kids, according to Shaw, don't have to move back home after finishing college; they live in apartments their parents have bought or get subsidy to help pay rent, clothing, or vacations. Often these "kids" are in "creative" jobs which have "status", but low pay. Shaw speculated that parents may be using money to keep their child attached to them. Weinstein (1989) explored the financial responsibility parents have for "grown kids". Financial help, according to Weinstein, may help give adult children a head start or it may hurt them. He pointed out the difficulty that grown children have being financially independent because of the housing market and parents who are too eager to help them financially. Weinstein asserted that parents may be trying to make up for past mistakes or keeping a child dependent upon them with money.

Webb (1988) reported a rise in the percentage of young adults moving back with their parents or being supported by them in order for them to live an upscale style of life. These young adults, according to Webb (1988), saw they were never going to live as well as their parents because of high rents and low beginning salaries and they were not willing to go off on their own. Sixties parents were identified as a factor in young adults remaining at home; there is a decrease in the generation gap and parents enjoy having their children in their home.

Ryder (1988) dubbed the 1980s the decade of young adults moving back home. This phenomenon, according to her, came about because more young people are pursuing advanced education, marrying later, and being priced out of the housing market. In addition, these young people could have a lifestyle in their parents' home that that could not afford on their own. Ryder offered "survival strategies" for adult children to help them deal with difficulties arising in parent-child relationships, such as privacy, sex, lifestyle, and money. Returning young adults were encouraged to manage money and have specific goals for themselves to keep a short-term move back home from turning into long-term dependency.

Popular Books. Okimoto and Stegall (1987), in Boomerang Kids, addressed the subject of adult children who return home to their middle-aged parents. They drew on case

histories of "boomerang families" nationwide to study the ways different families handled the return home of adult children (18-29 years). They found a sense of narcissistic entitlement to be a common attitude among returning young adults who chose prolonged dependence on their family, and a sense of helplessness to be common among their parents to deal with the challenges of having an adult child in their home. The authors gave advice on how to live with adult children at home in an adult-adult relationship, but also focuses on the issue of separation, and how young adults can be helped to develop the capacity to leave their parents' home and make it on their own.

Littwin (1986), in her book The Postponed Generation, explored the phenomenon of American youth who appear to be growing up later than in the past. Her book is based on data gathered from interviews with families across the United States. She found many young adults from middle-class families living at home after completing or abandoning undergraduate studies. Usually, they were underemployed, and did not want to move to the less comfortable surroundings they could afford. Littwin suggested that these young people grew up in the 1960s and 1970s, when parenting meant giving a child everything. Such young people, as a result, often feel entitled to comfort and they lack experience with financial struggles. This generation, according to Littwin (1986), is the first to anticipate a standard of living lower than their parents

because of fewer career opportunities and more college graduates than ever before, but with 40 percent of jobs not requiring higher education. Social, economic, and emotional factors, according to Littwin, have contributed to young adults postponing the responsibilities and autonomy of adulthood.

O'Kane (1981) conducted a study of families with adult offspring living at home to investigate characteristics of adult child families, to find reasons for adult offspring living at home, and to explore the issue of dependence vs independence. Data were gathered from 100 persons living in adult child households, who completed a family questionnaire and submitted to an individual personal or telephone interview. O'Kane's book, Living with Adult Children (1981), reported the findings of her adult child family research. She found that financial need was the most common reason given by the adult child remaining in or returning to the parents' home. Parents reported most often that they allowed their adult child to "nest" because of the death of a spouse or divorce, and they were growing old. The reported advantages of "nesting" were family interests, companionship, and broadened and shared family recreation. Disadvantages found were inconsiderateness on the part of the young adult, stress on the parental marriage bond, a potentially explosive atmosphere, lack of privacy and freedom, lack of space and territory. Small irritations grew, misunderstandings arose and communication

deteriorated. Advice was given to parents and children about how to deal with relationship and coresidence problems.

Professional Family Literature
and Empirical Studies

Professionals in the family field have begun to recognize, write about, and empirically study the phenomenon of young adults living with their parents and to identify it as an important family trend. The rising incidence of young adults failing to leave home or returning after having been on their own is a phenomenon having an impact on the functioning and interaction of many families.

An exploratory study of households in which adult children were living was conducted by Clemens and Axelson (1985) to look into the possible consequences the return of an adult child had on the parents. The focus of the study was on lifestyles, interpersonal adjustments, life and marital satisfaction and the reasons for the return of the adult child. The sample for the study consisted of 32 respondents who completed a self-administered questionnaire at a workshop on parenting the young adult. Findings of the study indicated financial and emotional reasons for the return of adult children to the home of their parents. High unemployment rates and other economic problems were found to contribute significantly to the need for sharing a household. High divorce rates, along with other personal

problems also led adult children to seek social support and other forms of aid from their parents via coresidence. Many problems were reported by parents. "The areas of greatest potential conflict included everyday maintenance of self and clothing, the upkeep of house and yard, the use of the family car, and the lifestyle of the child" (p. 263). It was also found that a considerable number of marriages experienced some form of adversity leading to a lessening of life satisfaction. Clemens and Axelson (1985) concluded that most parents did not welcome the return of their adult children and viewed their stay as a short term arrangement.

In an article in Medical Aspects of Human Sexuality, Mancini and Blieszner (1985) discussed the return of adult children to the parental home. They focused on the middle-aged child (40 to 60 years old) and aging parents (65 and older) who lived together. Issues identified for these intergenerational families included: the nature of parenthood itself when a child is well into mid-life; the need for the parent to enact a parental role; and the reassessment of parent-child roles in the later stages of life. Physicians were given suggestions for patients experiencing problems with living arrangements with adult children.

Wise and Murry (1987) reported two recent social developments: the growing number of young adults returning to, or remaining in, parental households and the dramatic increase in the elderly population. The dilemma facing the

middle generation, according to Wise and Murry, is negotiating two generations while trying to meet self-needs. The return of adult children was speculated to place stress on the parents marital relationship and on their lifestyle.

Mancini and Blieszner (1989) explored the relationships of older parents and their adult children pertaining to roles and responsibilities, parent-child interaction, individual well-being, relationship quality and caregiving by adult children. According to Mancini and Blieszner, a lack of roles exists during the period when both child and parent are adults, although the parameters for parents of minors in raising children have always been clear. The return of adult children to the parental home as caretakers and the potential problems of a multigenerational household, such as crowding, lifestyle differences, increased household tasks and expenses, and general effects on the overall quality of family life were addressed.

Suitor and Pillemer (1987) conducted a study to examine the effects of the presence of adult children on elderly parents' marital relationships in view of census data indicators that increasing numbers of adult children were living in their parents' homes. Data were collected by telephone and personal interviews from 677 persons, 65 years of age and older, living with a spouse and an adult child. The findings of this study indicated that marital conflict is not related to the presence of an adult child, but to the frequency of parent-child conflict. When compared to

families with no adult child present, no difference was found in the amount of conflict experienced. This finding, according to Suitor and Pillmer (1987), "is surprising in the light of the literature showing a decline in marital quality when younger couples became parents and an increase when parents complete the launching stage" (p. 722).

Schnaiberg and Goldenberg (1988), in an unpublished paper presented at the American Sociological Association in 1986, proposed a theory about the rise of a "returning young adult syndrome" in middle-class American families. This syndrome, as defined by Schnaiberg and Goldenberg (1988), is characterized by deviance of young adults from parental expectations of the young adults' autonomy, parental self-development, and erratic performance of young adults in adult roles and substantial intrafamilial conflict. Schnaiberg and Goldenberg (1988) contended that the basic cause of the syndrome is an issue of separation-individuation, and the ambivalence of young adults toward adult roles. Other causes proposed were postwar nurturance of children's rights, and fewer opportunities for young adults in careers and housing. Two possible outcomes of the returning young adult syndrome, according to Schnaiberg and Goldenberg (1988), are increased capacity of young adults to play modified adult roles and decrease in parental expectations about young adults' capacities to meet prior expectations.

The professional adult child family literature reviewed

represents the work done in this area of the family. Clemens and Axelson (1985) and Schnaiberg and Goldenberg (1988) have also confirmed the small amount of published research about adult child families. The professional literature reviewed examines two distinct types of adult child families--middle-aged parents and young adult children and elderly parents and middle-aged children. These studies and reports focus on the trend of returning adult children, reasons for adult children returning home, relationships, interactional problems, and the difficulties family members have redefining relationships and changing long-established interactional patterns.

Family as a System

Family Life Cycle Theory

The family life cycle characterizes the development of family units and is based on a number of predetermined stages--marriage, childbearing, childrearing, children leaving home, the "empty nest" period, and dissolution through the death of a spouse (Carter & McGoldrick, 1980; Duvall, 1970; Glick, 1977). This framework has provided a scheme into which families can be sorted and a mechanism for studying changes in family structure and process (Teachman, Polonko, & Scanzoni, 1986). The stage approach is based on the assumption that most families experience similar changes throughout their life cycle, even though each family will

have its own peculiar features. McCullough (1980) and Solomon (1973) offered the theoretical assumption that the family life cycle is comparable to the individual life cycle in that it requires mastery of one stage before moving into the next.

Individual-level concepts can serve as building blocks for family-level concepts. The family life cycle schema incorporates an understanding of the individual developmental stages of its members and of the relationships, interconnections, and mutual influence of these individual cycles on one another.

The family life cycle as conceptualized by Carter and McGoldrick (1980) is presented in Table II. Described are predictable stages of American middle-class families. The vertical movement of the family involves the patterns of relating and functioning that are transmitted down through the generations--taboos, attitudes and expectations. The horizontal movement of the family involves the family moving through time dealing with the transitions in the family life cycle (L'Abate, Ganahl, & Hansen, 1986).

Adult child families are typically at the family life cycle stage of launching and empty nest. The launching stage is characterized by numerous exits and entries of family members and is a long stage in the family life cycle. The exits involve the launching of grown children into education and careers and then has the entry of their new spouses and children. This is a time for parents and grown

TABLE II
STAGES OF THE FAMILY LIFE CYCLE

	Stage	Emotional Issues of Transition	Stage Critical Tasks to Proceed Developmentally
1.	The Single Adult	Accepting parent-offspring separation	<ul style="list-style-type: none"> a. Differentiation from family of origin b. Development of peer relations c. Establishment of self in work
2.	Newly Married Couple	Commitment to a new system	<ul style="list-style-type: none"> a. Formation of marital system b. Taking on parenting roles c. Making room for spouse with family and friends
3.	Childbearing Family	Accepting new members into the system	<ul style="list-style-type: none"> a. Adjusting marriage to make space for children b. Taking on parenting roles c. Including grandparents
4.	Family With Preschool-Age Child	Accepting the new personality	<ul style="list-style-type: none"> a. Adjusting family system to needs of a specific child b. Coping with energy drain and lack of privacy
5.	Family With School-Age Child	Allowing child to establish relationships outside family	<ul style="list-style-type: none"> a. Extended family to interact with society b. Encouraging child's educational achievement
6.	Family With Adolescents	Increasing flexibility of family boundaries to allow child's independence	<ul style="list-style-type: none"> a. Shifting parent-child relationship to balance freedom and limits b. Refocusing on mid-life career and marital issues c. Beginning concern for older generation
7.	Launching Children	Accepting exits from and entries into the family system	<ul style="list-style-type: none"> a. Releasing adult children into work, college, marriage

TABLE II (Continued)

Stage Proceed Developmentally	Emotional Issues of Transition	Stage Critical Tasks to
8. The Family in Later Life	Accepting the shifting of generational roles	<ul style="list-style-type: none"> b. Renegotiating of marital system as a dyad c. Development of adult-to-adult relationships between grown children and parents d. Realigning family to include children's spouses and grandchildren e. Dealing with aging of one's own parents a. Exploration of new familial and social role options b. Supporting middle generation c. Supporting older generation without over-functioning for them d. Dealing with loss of spouse, siblings, and other peers, and preparation for one's own death e. Life review and integration

Note. Adapted from The Family Life Cycle by M. McGoldrick and E. Carter in F. Walsh (ed.) Normal Life Processes. New York: The Guilford Press.

children to renegotiate their relationships into adult-adult relationships. The degree to which young adults have mastered the tasks of adolescence in the formation of their own identities will determine how dramatic changes in family relationships will be at the launching stage. This adjustment will be influenced as well by the response of the parent generation to the changes in their children and the personal impact that such change has on each parent.

As children leave home, parents may renegotiate their marital relationship and once again focus on the dyadic relationship. Feelings of loss and depression may occur over what is termed the "empty nest", but in general, this empty nest stage has not been found to be a traumatic one for parents. If grown children return home after being launched, parents must readjust to having grown children back in the house. L'Abate et al. (1986), suggested that adjustment to a parental role with adult children is a new substage of the family life cycle, with major emphasis on the relationship of the adult-to-adult interaction between parents and grown children.

Teachman, Polonko, and Scanzoni (1986) reported an expansion of family life cycle research to include information on the interrelationships between the family life cycle and related life processes, such as schooling and employment. Schooling and employment have become increasingly important to the life cycle of the family, particularly at the launching stage. With prolonged periods

of education for young adults, a lack of career and employment opportunities, and also a delay in marriage by young adults, leaving home has become more difficult than it was in the past.

The family life cycle is a concept that has become increasingly accepted in family therapy. Haley (1980) described family stress as highest at transition points from one family stage to another and suggested that problems are more likely to occur when there is a disruption in the family life cycle. According to Haley, problems often indicate that the family is stuck and having difficulty moving through the transition to the next stage, and therapeutic intervention can help move the family in its normal developmental process.

Family life cycle theory provides a conceptual framework for assessing adult child families, although the family with coresiding adults is not included in any stage of family development. Adult child families are neither launching families nor empty nest families, although they possess characteristics of each. The normative expectations of family development are not being met by adult child families if they are evaluated by traditional theories. Some middle-aged parents are not launching or are incompletely launching their young adults. Some adult children are choosing to remain a part of their family of origin, and are not prepared for independent living. Schnaiberg and Goldenberg (1988) assert that because young

adults are taking longer to become independent, parents and society may need to decrease their expectations of their young adult children.

Family Systems Theory

Families have been studied in great depth since the 1940s when the influence of family members in relationships with each other were first recognized (Haley, 1980). Concepts from General Systems Theory (Bertalanffy, 1934, 1968) influenced thinking about families and gave insight into the nature of interactional systems such as the family. The recognition of the family as a system has provided much depth to understanding the complexity of family interaction. Instead of studying people discretely, they are studied in relationships (Becvar & Becvar, 1982).

In a review of the growth of family theories in the 1970s, Holman and Burr (1980) identified systems theory as a major school of thought in the 1970s. The contributions of Kantor and Lehr (1975) in describing the parts of the family, Satir (1972) in the application of system insights in practical settings, and Watzlawick, Beavin, and Jackson's (1967) generation of theoretical insights, were recognized by Holman and Burr (1980) as important to the confirmation of the systems approach as both an analytical approach and a bona fide theory.

The idea that a family was a system maintained by feedback processes brought a whole new dimension into the

explanations of why human beings behave as they do. Observers noticed that people seemed to do what they did because of what other people did (Minuchin, 1974).

Family structure emerges from repeated patterns or sequences of interaction that change as family circumstances and situations change. The family structure adapts when circumstances change, permitting the family and its members to grow and develop. According to Becvar and Becvar (1982), "the family maintains stability through change appropriate to the developmental stages of individual members and the system as a whole" (Becvar & Becvar, 1982, p.33). Systems that change as circumstances change are more viable than those that are locked into narrow or rigid ways of doing things. For example, a family's authority structure must change as children move into adolescence, and then into young adulthood. If the authority structure does not change, the parent-child sub-system becomes dysfunctional and, thus, the whole family system becomes dysfunctional.

A fundamental characteristic of a system is that it has a boundary. The boundary separates the system from the other elements of the environment, making it a "distinguishable entity" (L'Abate, Ganahl, & Hansen, 1986). In families, boundaries are defined by the redundant patterns of behavior (rules) which characterize the relationships within that system and by those values that are sufficiently distinct as to give a family its distinct identity (Becvar & Becvar, 1982).

The boundaries that a family establishes among family members and between itself and other systems may be opened or closed, depending upon the amount of information permitted into the system from outside and exchanges of family members with the outside environment. Open boundaries allow for the easy movement of family members in and out of the family system, thus expanding their environment to include many different systems. Open systems are those that are not highly interdependent. Boundaries that are closed are highly interdependent and are impediments to the exchanges of family members with the outside environment. Systems that are capable of accepting a wide range and variety of inputs survive and thrive better than other systems.

A basic concept of systems theory is that of wholeness, which explains the interrelatedness of the components of the system--a change in one part will have an impact on the whole. The addition of another family member or the leaving of a family member will have an effect on the family system as a whole--established patterns must change to include the movement of other systems.

Adult child families are family systems for which guidelines for family interaction are not well delineated, since it is not expected that parents and adult children will relate to each other as a nuclear family system when both parents and children are adults. Because of a lack of guidelines, what should be adult-adult relationships continue

as adult-child relationships. The repetitive rules which have maintained system functioning are resistant to change.

Adult children are normatively expected to leave home in early adulthood, and when they do not, confusion or disequilibrium in the family system may result. Parents may have looked forward to the prospect of a two person system with family system goals directed toward that end. The return of an adult child may alter family goals and patterns of interaction.

Boundaries of some adult child families may be rigid and closed, thus discouraging access and movement in the environmental system which lies outside the family system. The enmeshment (closedness) of a family system may stifle growth and change and may contribute to the fact that an adult child never leaves the home of the parents or moves back after having once left.

Family Functioning

The functioning of the family is defined by its organization and interactional patterns. Olson, Russell, and Sprenkle (1983; Olson, Sprenkle, and Russell, 1979), in an attempt to unify the multitude of concepts from family systems theorists describing family organization and interactional patterns, clustered more than 50 concepts from the family therapy and family research literature and postulated three central dimensions of family behavior: cohesion, adaptability and communication. Cohesion is

defined as the emotional bonding family members have toward one another. Adaptability is the capacity of the marital or family system to change its power structure, role relations, and relationship rules in response to situational and developmental stress. Communication, the third dimension, is important for facilitating a family's movement along the cohesion and adaptability dimensions. These three dimensions were integrated into the Circumplex Model as formulated by Olson, Russell, and Sprenkle (1979, 1983).

The Circumplex Model combines the dimensions of cohesion and adaptability, enabling one to identify and describe 16 distinct types of marital and family systems. The Cohesion dimension has four levels: disengaged, separated, connected, and enmeshed. Specific concepts to measure the cohesion dimension are: emotional bonding, boundaries, coalitions, time, space, friends, decision-making, interests and recreation (Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1985). The four levels of adaptability are: rigid, structured, flexible, and chaotic, and are measured by the concepts of: family power (assertiveness, control, discipline), negotiation style, role relationships, and relationship rules (Olson, et al., 1985). Figure 2 depicts the Circumplex Model as formulated by Olson, Russell, and Sprenkle (1979, 1983).

Some of the variables used in this study to describe adult child families in relation to the dimensions of cohesion and adaptability are: locus of control,

CIRCUMPLEX MODEL OF MARITAL & FAMILY SYSTEMS

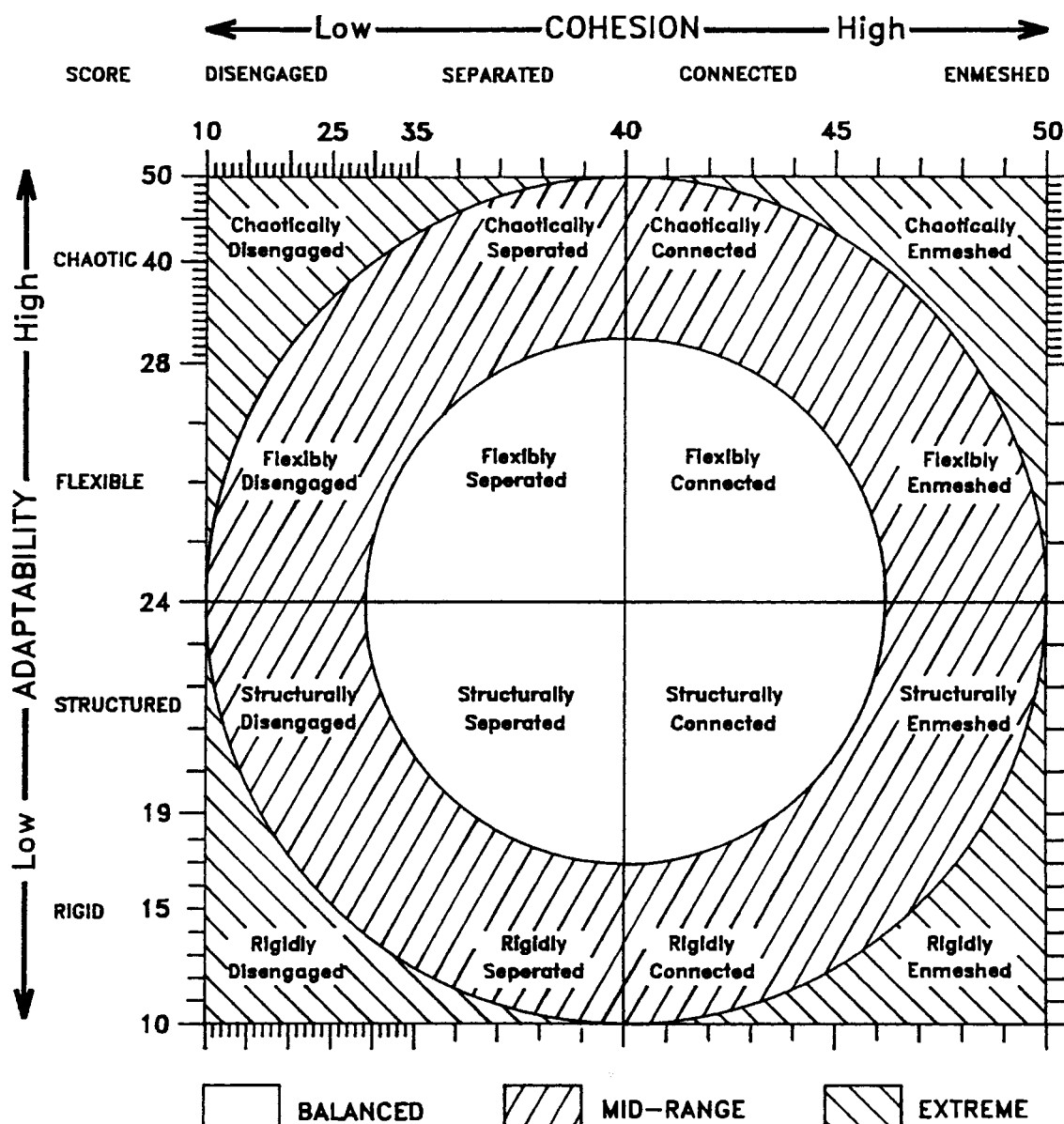


Figure 2. Sixteen Types of Marital and Family Systems Derived From the Circumplex Model.

From Olson, D. et al., Families: What Makes Them Work. Beverly Hills, Sage Publications, 1983.

independence, self-esteem, authoritarianism, nurturance, family satisfaction, family communication, marital satisfaction, family resources (esteem and communication, mastery and health, extended family social support, financial well-being, and social desirability), and background information, including age, income, occupation, employment status, religion, education, and marital status. It is hypothesized that a relationship will exist between level of cohesion and level of satisfaction and the variables being studied.

Olson and his Associates (1979, 1983) hypothesized that a curvilinear relationship exists between cohesion and adaptability and optimal family functioning. They proposed that moderate degrees of both cohesion and adaptability are the most functional for family development. On the cohesion dimension, families need a balance between too much closeness (enmeshed system) and too little closeness (disengaged system). On the adaptability dimension, families need a balance between too much change (chaotic system) and too little change (rigid system). Families in the four central positions on the Circumplex Model (flexibly separated, flexibly connected, structurally separated, and structurally connected) are balanced in that they can experience the extremes on the dimensions when necessary but do not function at these extremes for a prolonged period of time. In contrast, families at the extremes are more likely to experience developmental problems and have difficulty

moving to more functional degrees of cohesion, adaptability, and communication.

The facilitative dimension of communication is measured at the family level. The importance of the communication dimension of the Circumplex Model lies in its capacity to facilitate movement on the cohesion and adaptability dimensions of family functioning (Olson et al., 1979, 1983). It is hypothesized that balanced families have more positive communication skills than extreme families. Positive communication skills include relatively high rates of supportive statements, effective problem-solving skills, and an emotionally warm tone. In contrast, extreme families are thought to evidence increased negative communication, including nonsupportive and defensive statements, and a relatively hostile tone (Rodick, Henggeler, & Hanson, 1986).

The Circumplex Model allows one to integrate systems theory with family development. To deal with situational stress and development changes across the life cycle families must change as they deal with normal transitions in the family. Olson et al. (1979, 1983) hypothesized that Balanced families will change their cohesion and adaptability whereas Extreme families will resist change over time. Additionally, it is hypothesized that at any stage of the family life cycle there will be a diversity in types of family systems as described in the Circumplex Model. Families, however, will, at a given stage, perceive their family cohesion and family adaptability in a similar way.

For example,

closeness (cohesion) and change (adaptability) within families appear to reach a low point during adolescent and launching years. It is during the adolescent and launching years, when teenagers are seeking freedom to develop their own separateness from their family and to make the family rules more flexible, that cohesion and adaptability are lowest. (Olson, McCubbin et al., 1983, p. 91)

Most of the recent theorizing about family dynamics and intervention have been strongly influenced by general systems theory as described by Bertalanffy (1934, 1968) and applied by Jackson (1965), Haley (1980), Simon, Stierlin and Wynne (1985), Speer (1970), Hill (1971) and Wertheim (1973, 1975). A number of empirical studies, grounded in general systems theory, have used theoretical concepts related to cohesion and adaptability in couples and families. In the following sections, selected research on the dimensions of cohesion and adaptability in marriage and family life is delineated.

In a study conducted by Minuchin, Montalvo, Guerney, Rossman, and Schumer (1967), multi-problem families with more than one delinquent child were compared to families without a delinquent child. A major discovery was that of enmeshed and disengaged families, which are the two extremes of family cohesion in the Circumplex Model (cited in Olson et al., 1979). At both extremes, the mothers in the

families tended to assume absolute responsibility for their children's behavior and discouraged autonomous exploration and mastery of the environment by the children.

In a study of family consensus, Reiss (1971) identified three patterns of family behavior: environmental sensitive, interpersonal distance sensitive and consensus-sensitive. Families were given a card-sorting task to complete in order to investigate three variables: family problem-solving effectiveness, coordination, and penchant for closure. Normal families, who were environmental-sensitive, experienced the environment as patterned, logical, and masterable. In interpersonal distance sensitive families, individuals attempted to be independent, but experienced personal rejection if their ideas were rejected. These families made decisions based on little information and only came to closure with great distress. Consensus sensitive families expected agreement among family members, and achieved early closure in problem-solving in order to maintain harmony and consensus (cited in Olson et al., 1979). Reiss' dimension of coordination is conceptually similar to cohesion, and closure is similar to the concept of change.

Lewis, Beavers, Gossett, and Phillips (1976), in a study of family competence, found that family systems are related to one another in five different areas: power structure, degree of individuation, acceptance of separation and loss, perception of reality, and affect. Families are

seen on a continuum of functioning--severely disturbed, midrange, and healthy. The two midrange styles of families are centripetal, where control is seen as good and centrifugal, where being good or competent is seen as dishonest. These two styles are conceptually closely related to cohesion. Data from this study suggests that families that produce adaptive, well-functioning offspring have a structure, shared power, a great appreciation and encouragement of individuation, and an ability to accept separation and loss realistically.

Kantor and Lehr (1975) developed a descriptive theory of family process. Their model postulates how families process information and develop strategies to regulate relational distance. Three types of family systems were described based on different homeostatic models, or ways that a family can maintain itself and achieve its purposes. Closed family systems are maintained by stability (tradition), open family systems, by adaptation (flexibility), and random family systems by exploration (intuition) (cited in Walsh, 1982). Their concept of affect is related to cohesion, and power is similar to adaptability.

The McMaster Model of Family Functioning developed by Epstein, Bishop, and Baldwin (1982) is a systems-based approach to family evaluation. To appraise the structure, organization, and transactional patterns of family functioning, the McMaster group focused on family

problem-solving, communication, roles, affective responsiveness, affective involvement, and behavior control. The concepts used are closely related to Olson's et al. cohesion, adaptability and communication, which were believed to have the most impact on the emotional and physical well-being of the family (Epstein et al., 1982).

The functioning of adult child families has not been empirically studied in a systematic way. Levels of cohesion and adaptability have been related to family behaviors and as predictors of family functioning across all stages of the family life cycle (Olson et al., 1979, 1983). The adult-adult relationships existing in adult child families do not fit into any family life cycle stage, therefore, are not well-defined. Cohesion and adaptability may be problematic in these families because of the structure of the family. The power structure, role relationships and relationship rules in adult-adult relationships are different than in adult-child relationships. The Circumplex Model provides a tool for studying families and their functioning relative to cohesion and adaptability. Describing the adult child family in a systematic way on these dimensions will provide insight into the interaction and relationships among family members and the functioning of the whole family system.

Family Communication

Communication is widely accepted as one of the most

crucial facets of interpersonal relationships (Barnes & Olson, 1985b). Families, as systems, maintain relationships internally and with their environment through sending and receiving messages. In order to understand family functioning, the communication processes operating within the family must be understood. The way a family communicates, member-to-member and to the outside world, reflects the way the family perceives itself and how it will function (Janzen & Harris, 1986). In addition, family communication shapes the view members have of themselves and others.

Communication, or the transmitting of information, concerns the patterns of message sending and receiving among family members and between family members and the environment. Communication has been defined by Satir (1967, p. 75) as all verbal and nonverbal behavior within a social context. Watzlawick, Beavin, and Jackson (1967) maintained that all human behavior is communication and therefore influences and is influenced by others.

Communication theorists assume that you can learn about the family system by studying their verbal and non-verbal communication. Focus is on observable, current interactions (relationships) within the family system, and not on a historical analysis of the individual family members (Okun & Rappaport, 1980).

Alexander and Parsons (1973) and Haley (1980) studied communication styles, patterns, and content by contrasting

problem and nonproblem families. Problem families were unable to form and sustain communication or interaction alliances or to form appropriate coalitions across generational lines.

Minuchin (1974) reported that some kinds of family communication contribute to health and others to pathology. Healthy communication, according to Reiss (1971), Singer (1974), and Heatherington and Martin (1979), allows all members a chance to speak, reasons are given for directives, and statements to family members are supportive, positive, and nondefensive. Healthy communication does not necessarily occur at all times, but when unhealthy communication becomes a predominant pattern, problems in the family may develop.

Watzlawick, Beavin, and Jackson (1967), in a comprehensive analysis of the role of communication in human interactions, advanced the notion that a family is constantly in the process of defining the nature of their relationship. Communication conveys information and meaning which effects behavior and interaction between family members.

Communication plays a vital role in the relationships that exist in all family systems. "Communication is an essential ingredient to the establishment of the type of negotiation process families adopt to meet the developmental changes dictated by the growth of individual members" (Olson et al., 1985, p. 53). The context of communication in

parent-adult child relationships is different from parent-child relationships. Adults communicate with each other as equals, whereas an assumed hierarchy of roles exists in adult-child relationships.

Communication between parents and adult children has not been directly addressed in adult child family literature, although alluded to in various descriptions of these family relationships. Littwin (1986), Okimoto and Stegall (1987), Ryder (1988), and Webb (1988) have discussed the difficulties parents and adult children have expressing their needs to each other. Some parents are reluctant to communicate family rules, expectations, and feelings to adult children to avoid conflict. Adult children may assume a "child" role in their communication with parents by not utilizing the power they have as adults in adult relationships.

Family Satisfaction

Family satisfaction, or quality of family life, as assessed by family members, is important to studying and understanding family systems. Family satisfaction is a variable of interest in adult child families since this family type represents a deviation from "normal" families. Roles in these families may be confused and ways of interacting ill-defined, thus impacting on family satisfaction.

According to Olson and Wilson (1982), family research

has focused heavily on marital satisfaction, but has failed to give the same attention to family satisfaction. In a review of family satisfaction literature, Olson and Wilson (1982) reported finding no published literature which empirically or theoretically investigated the construct of family satisfaction.

Family satisfaction is defined by Olson and Wilson (1982) on the variables of cohesion and adaptability, which were identified in the development of Olson's Circumplex Model as important dimensions of family behavior. Olson and Wilson developed a Family Satisfaction Scale to provide a direct method of assessing family satisfaction. Olson, Russell, and Sprenkle (1983) hypothesized that families will function adequately as long as there is a high level of congruence between the family-related wishes and outcomes for all family members.

Bowen (1988) explored family satisfaction based on the values of individual family members. He postulated that neither models of family functioning or self-report measures of family-related outcomes have accounted for variations in the normative values of families. His criticism of these approaches was that they utilized a fixed set of interactions and feelings as the reference point for evaluating family outcomes, rather than from the vantage point of family values.

Bowen proposed a Value Based Congruency Model of Family Life Satisfaction for defining and conceptualizing family

life satisfaction. This model is based on the hypothesis that family life satisfaction is promoted only when each family member is able to move toward realizing their values for family life in behavior. Problems, according to Bowen, arise when family members are not able to realize their values for family life in behavior or when individual family members hold conflicting values across family life domains which one or more family members define as important.

Family research has dealt with family satisfaction secondary to other family variables. Although not measured directly, family satisfaction has been hypothesized to relate to satisfaction in other areas of family life. Literature on marital satisfaction and family power has related both variables to overall family satisfaction.

The quality of the marital relationship, according to Spanier, Lewis, and Cole (1975), sets the tone for other relationships in the family. Couples experiencing high marital satisfaction are thought to likely experience high family satisfaction.

In a study of middle-aged parents and transition to the empty nest, Lowenthal and Chiriboga (1972) found that adult children in the home of middle-aged parents could be a possible source of discomfort for the family if the family had looked forward to the empty nest. Harkins (1978), in a similar study on empty nest transition, reported adverse affects on family satisfaction if adult children returned to the home.

Spray (1969, 1978), exploring family power, conceived of the family as a "system in conflict". Power struggles and power exertion were seen as normal features of family life (cited in Szinovacz, 1987). Spray contended that it is not the conflict itself that is problematic to families, but the nature and type of specific conflicts influencing family stability and members' satisfaction.

The family satisfaction of empty nest families who no longer have responsibility for rearing children has received attention in the literature (Axelson, 1960; Lowenthal & Chiriboga, 1972; Rooney, 1980; Sutor & Pillemer, 1987; Wise & Murry, 1987). These families report higher family satisfaction than those families with children in the home. The family with adult children in the home continues to focus on childrearing even though the child is now an adult. Clemens and Axelson (1985) found that parents did not welcome the return of their adult children, nor were they tolerant of the adult child, after age 21 or 22, who had never left home.

Reports of the incidence of family conflict pervades both professional and popular literature (Clemens & Axelson, 1985; Eberle, 1987; Fischer, 1986; Ryder, 1988; Schnaiberg & Goldenberg, 1988). Focus in much of the popular literature is on advice for resolving conflicts in the home and/or dissolving shared residence arrangements so that parents can return to a more satisfying state individually and in the marital relationship. Family satisfaction does not appear

to be high in adult child families.

Marital Satisfaction

The concept of marital adjustment and marital satisfaction has taken a prominent place in the study of marriage and family relationships. Spanier and Lewis (1980), in a review of the family literature of the 1970s, reported marital quality and related concepts, such as adjustment, happiness, and satisfaction, to be the most frequently studied variables in the family field.

According to Olson, Fournier, and Druckman (1982), marital satisfaction refers to compatibility and satisfaction with personality characteristics, role responsibilities, communication, resolution of conflict, financial concerns, management of leisure time, sexual relationship, parental responsibilities, relationships with family and friends, and religious orientation. Fournier, Springer, and Olson (1977) identified three levels of major relationship problems reported by couples in various studies: personal issues (including values, background differences, commitment, expectations, and personality issues), interpersonal issues (such as power and role struggles, communication), and external issues (time, priorities, friends, work). Sexual incompatibility, violent behavior, and dependency were identified by Fournier (1979) as areas of couple conflict.

Marital quality and life cycle stage of the family have

also been researched. Spanier and Lewis (1980) reported that findings of research studies have been inconsistent as to the relationship found between length of time married and the quality of the marriage. Most research, however, suggests that there is a decrease in marital satisfaction during the early and middle years of marriage (Spanier, 1976; Spanier, Lewis, & Cole, 1975). Evidence is less clear about marital satisfaction in the middle and later stages of the family life cycle. Atchley (1987) and George (1980), in studies assessing marital quality following the launching of children, found greater marital quality to be associated with a high level of psychological well-being which accompanies the completion of childrearing.

Suitor and Pillemer (1987), in a recent comprehensive review of literature on marital satisfaction and the presence of children, reported that research shows that children tend to have a detrimental effect on the quality of the parent's marriage. In a study on the stress of the presence of adult children on elderly couple marriages, Suitor and Pillemer (1987) found that sharing a residence with an adult child does not affect elderly parents' marital conflict any more than those living without children present.

Clemens and Axelson (1985) conducted a study of adult children living at home and the effects on parents. They reported from their sample of 32 parents that adult children's return to their middle-aged parents' homes often

placed strain on the couple's marital relationship.

Family Resources

The resources a family possesses helps them to manage more effectively and to adapt to stressful situations. Family resources include personal resources, family system internal resources, and social support. Personal resources are economic well-being, education, health, and personality characteristics. Family resources encompass family adaptability and family integration and cohesion. Social support includes emotional support, esteem support and network support from family, extended family, friends, neighbors, co-workers, and community (McCubbin & Patterson, 1981).

Burr (1973) identified family adaptability and family cohesion as concepts related to family system resources. Family management abilities were emphasized by Paolucci, Hall, and Axxin (1977) and Deacon and Firebaugh (1975). Problem-solving ability as a key family resource was identified by Hill (1971), Aldous Condon, Hill, Straus, and Tallman (1979), and Reiss (1971). Social support was explored by Cobb (1976), which includes support from within the family and outside the family. Social support has been found to influence how families are able to manage stress and adapt.

In assessing families, social desirability has proven to be important to the way families see and describe

themselves to others. According to Crowne and Marlowe (1964), social desirability is the tendency one has to give a favorable impression of oneself in order to support one's self-esteem. Straus pointed out the importance of controlling for the social desirability effect in family measurements, since there is a tendency of families to want to see themselves as they see other families (cited in Straus & Brown, 1978). Adult child families appear to be out of synch with other families at their life cycle stage, when parental responsibilities are supposed to cease and adult children are on their own.

Adult child family literature suggests that adult child families are under considerable stress and many families seem to lack the necessary resources which contribute to successful residence sharing (Clemens & Axelson, 1985; Littwin, 1986; Okimoto & Stegall, 1987; Ryder, 1988; Wise & Murry, 1987). The resources these families possess may be inadequate to meet the challenges of undefined adult-adult relationships. Financial strain on both parents and children is also reported to contribute to family conflict. Adult children find themselves in dire financial circumstances, and parents may over-extend their financial resources to assist their financially troubled adult child. Social support for adult child families is not evident because of the negative valuation placed on this family type which is off-schedule in terms of expectations for both parents and adult children. Popular literature has

concentrated on the problems and stresses of day-to-day living in adult child family households (Brans & Smith, 1987; Eberle, 1987; Fischer, 1986; Rooney, 1980; Rosemond, 1988; Ryder, 1988; Topolnicki, 1988; Webb, 1988). Much stress is centered on sharing household responsibilities and expenses, space and privacy, and differing lifestyle values.

Individual as a System

Individual Developmental

Life Cycle Theory

Individual development occurs in stages, which coincide with family life cycle stages. There are expectations of the family that they will provide a supportive environment which will allow the individual to develop age-appropriately. The family is able to maintain its stability through change appropriate to the developmental stages of individuals, and the system as a whole (Becvar & Becvar, 1982).

In the past two decades there has been increasing interest in the study of adult development and the resulting changes in family relationships across generations and life cycles. Empirical evidence suggests that the family system exerts the greatest influence of any system on an individual's development (Becvar & Becvar, 1982).

It has been observed that adulthood is a continuous process of "becoming" and that development does not stop

with adolescence. The life of an individual is a process of passing through a normal series of developmental stages from birth until death. Studies and theories of individual development have been significantly influenced by the work of Erikson, whose theory included the entire life cycle.

Erikson's life-view; Gould's transformations; Levinson's seasons of man's life; and Buhler's life goals, represent major contributions to adult developmental theory. Valliant and Peck have expanded Erikson's theory.

The stages and major developmental tasks for young adulthood and middle adulthood, as conceptualized by developmental theorists are summarized in Table III. Each theory will be discussed in the sections to follow.

Erikson's Theory of Psychosocial Development.

Erikson's (1963) comprehensive theory of individual development is based on his own clinical experiences. Incorporating his Freudian orientation toward human development, Erikson postulated eight stages of individual development, each stage associated with a critical transition. Erikson's eight stages and developmental tasks are listed in Table IV.

Young adulthood, according to Erikson (1963), is characterized by the crisis of Intimacy vs Isolation. The young adult who has developed a sense of identity during adolescence is ready to make a commitment to an occupation and form intimate relationships with others. A balance,

TABLE III
ADULT STAGE THEORIES OF YOUNG
ADULTHOOD AND MID-LIFE

Theorist	Developmental Tasks of Young Adulthood	Developmental Tasks of Mid-Life
C. Buhler (1968)	Grasping the idea that their lives are their own and thinking about their needs and their potential (15-25 years); adopting more specific, definite goals (25 to 45-50 years).	Taking stock of the past and revising plans for the future (45-65 years).
E. Erikson (1950)	Intimacy vs Isolation (Young Adulthood). Balance between commitment and independence and freedom.	Generativity vs Stagnation (Adulthood). Successful rearing of children is the primary task; assisting the next generation in developing and leading useful lives.
R. Gould (1975, 1978, 1980)	Leaving the family with orientation to the peer group (18-22 years); developing independence with a commitment to career and children (22-28 years); and questioning of self in terms of roles, marriage and career (29-34 years).	Realization of sense of urgency about life's goals; handling the mid-life crisis; realignment of life's goals (35-43 years); settling down and acceptance of one's life (43-53 years); and developing more tolerance; acceptance of past; less negativism; general mellowing (53-60 years).

TABLE III (Continued)

Theorist	Developmental Tasks of Young Adulthood	Developmental Tasks of Mid-Life
D. Levinson (1978)	Moving from dependence to independence (17-22 years); exploring possibilities for adult living and developing a stable life structure (22-28 years); determining goals, with focus on family and career development (28-40 years).	Being young vs being old; being destructive vs being constructive; being masculine vs being feminine; being attracted to others vs being separated from them; reducing polarities and accepting them as an integral part of one's being. Becoming more tolerant and accepting the past (53-60 years).
R. Peck (1955)		Valuing wisdom vs valuing physical powers; socializing vs sexualizing in human relationships; cathectic flexibility vs cathectic impoverishment (maturing and independence of children and breaks in other relationships); mental flexibility vs mental rigidity.
G. Valliant (1977)	Consolidation of a career (23-35 years).	Keeping the meaning vs rigidity (extracting meaning from one's life and fighting against becoming rigid) (45-55 years).

TABLE IV
ERIK ERIKSON'S "EIGHT AGES OF MAN"

Stage	Developmental Task
I. Oral-Sensory	Basic Trust vs Mistrust
II. Muscular-Anal	Autonomy vs Shame and Doubt
III. Locomotor-Genital	Initiative vs Guilt
IV. Latency	Industry vs Inferiority
V. Puberty and Adolescence	Identity vs Role Confusion
VI. Young Adulthood	Intimacy vs Isolation
VII. Adulthood	Generativity vs Stagnation
VIII. Maturity	Ego Integrity vs Despair

Note. From Childhood and Society (pp. 247-274) by Erik H. Erikson, 1963, New York: W. W. Norton & Company.

however, is needed between commitment and independence and freedom.

The concern of middle adulthood is with Generativity vs Stagnation (Erikson, 1963). The middle adult is involved in establishing, teaching, and guiding the next generation to lead useful lives. For parents, generativity is experienced through successful childrearing.

Gould's Transformations in Adulthood. Gould (1975, 1978, 1980) linked stage and crisis in describing developmental transformations. Gould studied 524 men and women, whom he found went through seven stages of adult life. The twenties were described as a time for assuming new roles; the thirties, as a time of feeling stuck with responsibilities; and the forties, as a time of feeling urgent about the speeding by of life.

Levinson's Seasons of Man's Life. Levinson (1978, 1980) and his colleagues at Yale University did extensive interviews with 40 middle-aged men and reported the results in *Seasons of a Man's Life*. He charted the success or failure of a man's career. Marriage and family relationships were treated as secondary to the main task of "getting on with his dream." Successful transition into midlife, according to Levinson, rests on success in a career and the effectiveness with which one has reduced anxieties about growing older.

Expansions of Eriksonian Theory of Adult Development.

Valliant (1977) expanded Erikson's adult stages, correlating adult adjustment to occupation. He postulated a stage of career consolidation that occurs in young adulthood and an additional stage, keeping meaning vs rigidity, in middle-adulthood. Concern in middle adulthood is about extracting some meaning from life and fighting against falling into a rigid orientation.

Peck's (1968) theory of adult development also expands on Erikson's concepts. Middle-aged adults, according to Peck, must be able to shift emotional investment from one person to another because of breaks in relationships due to deaths of parents and friends, and the maturing and independence of children. Rather than becoming rigid and closed to new ideas, successful adjustment to middle-age requires one to be flexible and use experiences and answers already found as guides to the solution of new issues.

Buhler's Theory of Individual Development. Buhler and her students studied biographies and autobiographies collected in the 1930s in Vienna. From this data, emerged an orderly progression of phases of individual development (Papalia & Olds, 1981). Buhler (1968) grouped the experiences, attitudes, and accomplishments of the individual into five developmental life stages paralleling five biological phases, in which she emphasized the process of goal setting. According to Buhler, adolescence and young

adulthood is focused on analyzing one's potentials, values, ability to handle normal problems and conflicts, and adaptation to changing attitudes and circumstances.

Individuals in middle-adulthood take stock of their past and revise their planning for the future in light of their present physical condition, job status, and personal relationships (Papalia & Olds, 1981).

Individual developmental issues have received considerable attention in the adult child family literature (Clemens & Axelson, 1985; Littwin, 1986; O'Kane, 1981; Okimoto & Stegall, 1987; Schnaiberg & Goldenberg, 1988; Wise & Murry, 1987). Family members are not completing developmental tasks as would be expected for their life cycle stage. "Ordinarily, a young person forms intimate relations outside the family which in time become more important than the relations within the family. There is a transition from one's family of origin to a new one that is created" (Haley, 1980, p. 34). The adult child, who is no longer an adolescent, is expected to be independent, both physically and psychologically. The middle-aged parent is expected to have an "empty nest" and to focus on their own individual needs, which may include a mid-life crisis. Individual family members in adult child families are "off-schedule" in terms of normative developmental expectations for the individual in American society.

Individual System Characteristics

Five personality characteristics relevant to individual system functioning were chosen for inclusion in this study of adult child families: locus of control, independence, self-esteem, authoritarianism, and nurturance. Adult child family literature and literature on the life cycle stages of middle adults and young adults supports the relevance of these variables to understanding the individual members of adult child families. Literature on locus of control, independence, self-esteem, authoritarianism, and nurturance, and their impact on individual functioning in adult child families are discussed in the sections to follow.

Locus of Control. Locus of control refers to the extent to which persons perceive contingency relationships between their actions and outcomes. Using Rotter's Social Learning Theory as a conceptual base, Phares (1976) pioneered the research on internal vs external locus of control. He asserted that where people attribute control in their lives (self vs outside of self) is both a personality characteristic and a situationally determined belief. Some people generally believe that what happens to them is their own responsibility, while others, in contrast, generally disown personal responsibility for their actions (Eisenberg, 1979).

McDonald's review of literature points to the importance of this construct in the behavioral sciences in

describing such phenomena as achievement behavior, conformity, and reaction to influence attempts (cited in Robinson & Shaver, 1973). Locus of control research indicates that people are handicapped by external locus of control orientations. Research consistently shows internals (inner-directed control) and externals (outer-directed control) were exposed to different childrearing practices. Internals come from warm, democratic homes, where nurturance is combined with principled discipline, predictable standards, and instrumental companionship. Externals describe their parents as higher in the use of physical punishment, affective punishment, deprivation of privileges, and over-protection.

Literature related to adult child families identifies issues of nurturance, companionship, overprotection, and a lack of control of circumstances leading to an adult child's decision to remain in or return to their parents' home (Haley, 1980; Littwin, 1986; O'Kane, 1981; Okimoto & Stegall, 1987). The individual who finds him/herself out of step with normative expectations for developmental goals, may attribute their situation to being out of their control. For example, parents may feel that they have no choice in the return of adult children or in their failure to leave as expected. Adult children may lack a sense of control in their life--being forced to return to their parents home, or not allowed to leave because of circumstances beyond their control.

Independence. Independence, a state of not being subject to the control of others, is expected of adults in American society and a necessary developmental task for individuals making the transition from adolescence to adulthood (Buhler, 1968; Erikson, 1963; Gould, 1978; Peck, 1968; Valliant, 1977). Stierlin (1974) asserted that the struggle for independence is functional for parents as well as adolescents. American society values autonomy and independence as the ideal relationship among adults across the generations within the family. Boszormenyi-Nagy and Spark (1973), however, found that interdependence and maintenance of "invisible loyalties" are more characteristic of actual relationships among adult family members. The more undifferentiated or fused individuals are, the more dependent and emotionally reflexive they are in relationships with significant others, such as parents (Henao & Grose, 1985). Gould (1978), in an exploration of growth and change in adult life, proposed that adult independence was experienced through feeling that one has limitless internal resources; is engaged in a productive, not destructive, venture in life; and an eagerness to find and expand one's uniqueness.

Young adults who never leave their parents' home or those who return do not meet the expectations of independence that parents have for them, nor with what society expects. Okimoto and Stegall (1987) account for

delayed independence of young adults as a result of the sexual revolution, later marriage, rise in divorce, lack of role models and rites of passage, the economy, unrealistic expectations of life style, and alcohol, drug abuse and emotional problems. Littwin (1986) attributed a lack of independence in today's young adults to the blurring of the lines between adulthood and adolescence, and parents who do not encourage independence. Clemens and Axelson (1985), in a study of adult child families, described returning young adults as not having developed the attributes necessary for independent living, or not being able to maintain these attributes at a level necessary for continued independence from the parental home. In addition, parents may be dependent upon their adult children to meet their need for companionship or to assume some of the roles of a spouse (Clemens & Axelson, 1985; Sutor & Pillemer, 1987; Wise & Murry, 1987).

Self-Esteem. The construct of self-esteem has been defined in many ways and most theories of personality, counseling, and psychotherapy, propose a definition of self-esteem (self-concept) (Eisenberg, 1979). Commonly, self-concept is defined as a set of beliefs about basic adequacy and self-liking. In addition, beliefs about oneself include a set of competency-specific appraisals, perceptions about interest and activity preferences, and a set of self-perceptions about what accounts for one's own

behavior. Maslow (1968), Rogers (1961), and Coopersmith (1967) have reported these beliefs and perceptions about oneself to be powerful determinants of behavior and to be largely built upon the amount of positive feedback received from significant others.

Eisenberg (1979) linked self-concept and locus of control. He hypothesized that people who deeply like and respect themselves are also likely to believe that their personal destiny is largely within their personal power to control. Those with poor self-concepts are likely to have a victim or failure identity.

The young adult living with parents, according to Rooney (1980), is often doing so at the expense of their own self-esteem. Most young adults, according to her, admit that they are less motivated than peers who are on their own. Wise and Murry (1987) reported that failure of young adults to achieve their identity and independence may lead to loneliness, isolation, low self-esteem, depression, or alienation.

Authoritarianism. Authoritarianism is a concept which relates to decision-making in which the leader assumes total responsibility for making decisions and assigning responsibility. The authoritarian leader or parent expects obedience from everyone perceived to be in a lower status position (Newman & Newman, 1987). Adorno and Frenkel-Brunswik (1983) extensively studied the authoritarian

personality for over two decades.

The social sciences has given much attention to the concept of authoritarianism because of the link between authoritarianism and social behavior and personality dispositions (Robinson & Shaver, 1973). Although most of these studies have focused on political ideology, discrimination against out groups and conservatism, useful personality characteristics have emerged explaining rigidity and intolerance, which may be useful in understanding family members of adult child families.

Nurturance. Nurturance, as defined by Newman and Newman (1987), is the tendency to attempt to care for and further the growth and development of another. Literature dealing with nurturance focuses on the parent-child relationship in the early stages of the family life cycle and of the psychosocial development of the child. Clarke and Hornick (1984), in a report on the development of a nurturance inventory, emphasized the primary importance of nurturance of adolescents and the development of self-esteem based on a feeling of being loved throughout his/her development. O'Kane (1981), in a survey of 100 adult child families, explored the relationship of mothers and adult children. Many adult children, according to O'Kane, continued to view the role of their mother as nurturer, whose job is to attend to their needs while they are at home.

Summary of Literature Reviewed

A comprehensive review of adult child family literature supports the importance and need for this study and the variables being examined. Literature on family variables of family cohesion and adaptability; family satisfaction; family communication; family resources; and marital satisfaction was reviewed. Literature related to individual functioning and characteristics was also reviewed. Adult child family literature supports the examination of authoritarianism, nurturance, self-esteem, independence, and locus of control as variables of significance to individual systems within adult child family systems. In addition, the review of literature on systems theory, family functioning, and individual and family life cycle theory provides a framework for describing adult child families, which have not been described in any systematic way in family literature.

CHAPTER III

METHODOLOGY

Adult child families represent a developmental and structural variation in expectations for families in the United States. Little is known about intrafamilial characteristics or personality characteristics of individual family members in adult child families. The present study examines the characteristics of adult child families on the dimensions of cohesion, adaptability, and the facilitative dimension of communication. In addition, this study investigates the perceived levels of cohesion and adaptability present in family behavior and the relationship to family satisfaction, family resources, family communication, marital satisfaction, locus of control, independence, nurturance, authoritarianism, and self-esteem. This chapter describes (1) research design, (2) selection of subjects, (3) instrumentation, (4) pilot study, (5) method of data collection, (6) data analysis, (7) statistical procedure, and (8) research hypotheses.

Research Design

This is a descriptive and correlational study. The questions identified in the present study can most

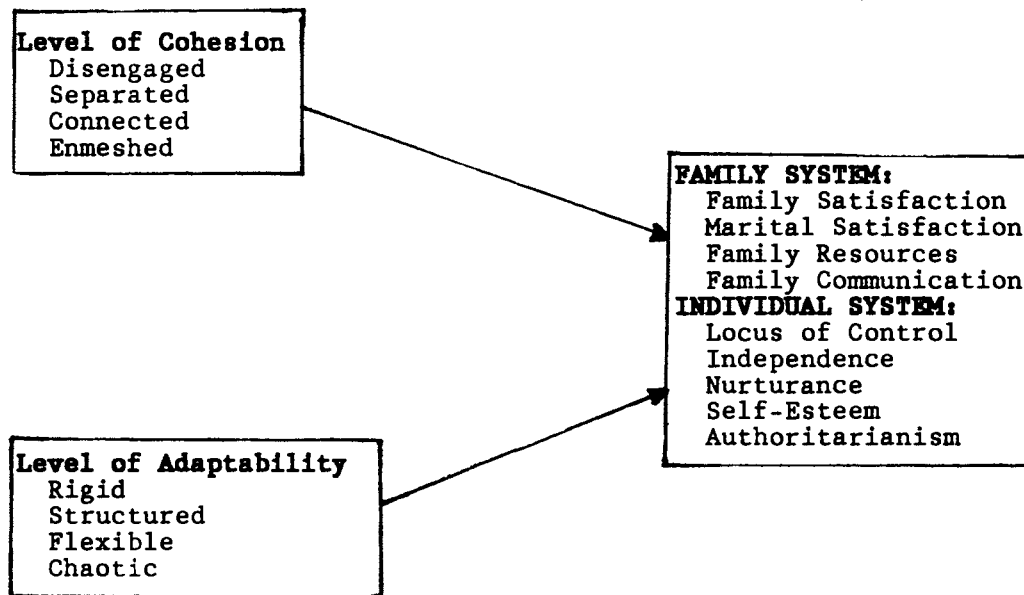
appropriately be approached through these methods of research. Descriptive research focuses on events that are in process or that have already taken place. This design involves more than merely gathering data and analysis. It involves interpretation, contrast, classification, and integration of findings (Adams & Schvaneveldt, 1985). Descriptive research uses words and numbers to describe what is. The purpose of descriptive research is not to predict, but to describe. Good (1972) helped to clarify the purposes of descriptive research in stating that "this type of research seeks to acquire evidence concerning a situation or population, it identifies norms or baseline information that can be used for comparative purposes, and finally, it serves to determine how and if one is to move to another type of research" (p. 192). Descriptive data were collected by the survey method, which described the subjects being studied, providing information on adult child families.

A correlational approach was also chosen for the design since the research variables were complex and did not readily lend themselves to experimental control or manipulation by the researcher. The purpose of correlational research is to investigate the extent to which variations in one factor correspond with variations in one or more other factors (Isaac & Michael, 1981). Correlational methods were used in examining the interrelationship between levels of cohesion and adaptability and family satisfaction, marital satisfaction,

family communication, family resources, and individual system characteristics of self-esteem, locus of control, authoritarianism, independence, and nurturance. It was hypothesized that a relationship existed between the independent and dependent variables, but no prediction was made about the direction of the relationship (Figure 3). Also hypothesized were relationships between background characteristics and level of cohesion and adaptability and family typology (Figure 4). Correlational research is appropriate for this study because an objective was to investigate relationships between individual system characteristics, background characteristics, and level of cohesion and adaptability and family typology on the Circumplex Model.

Selection of Subjects

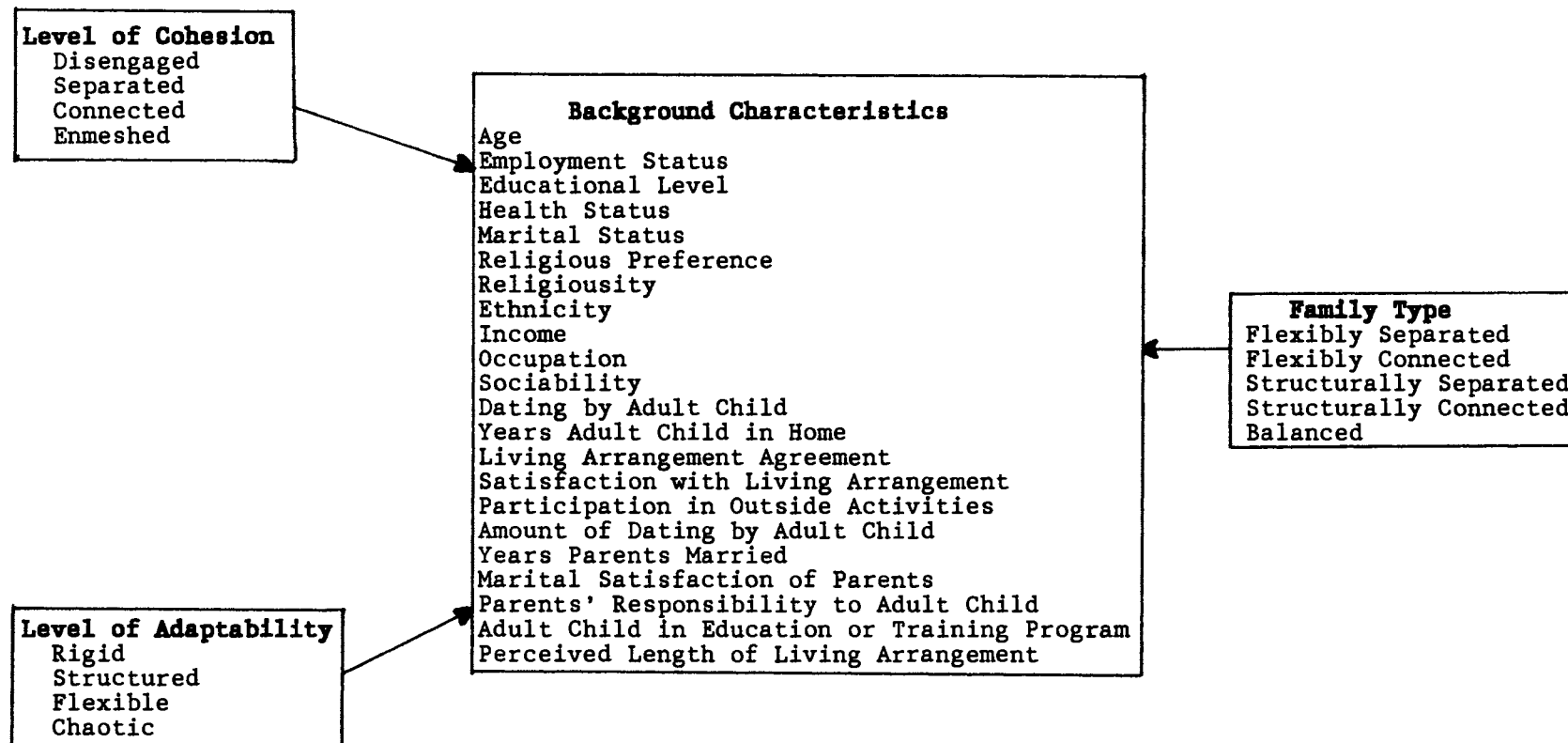
The present study is an investigation of adult child families, where data were collected from families identified as having an adult child family member living in the household. Two non-probability sampling procedures, purposive sampling and snowball sampling, were selected for the purposes of this study. Purposive sampling is defined as "a procedure for building a sample based on cases, individuals, or communities for the purpose of the research underway. Cases are handpicked to achieve some specific characteristic that will illuminate the study" (Adams & Schvaneveldt, 1985, p. 183).



Independent Variables

Dependent Variables

Figure 3. Hypothesized Relationship Between Independent and Dependent Variables



Independent Variables

Dependent Variables

Independent Variables

Figure 4. Hypothesized Relationship Between Independent and Dependent Variables

Snowball sampling is defined as obtaining a sample by having initially identified subjects who can refer you to other subjects with like or similar characteristics (Adams & Schvaneveldt, 1985). From an initially identified small group, the sample "snowballs" into a larger sample. This sampling approach helps the researcher to find subjects in an unknown population or hard to identify population.

Non-probability sampling is particularly useful for describing characteristics of populations and the relations between such characteristics (Kerlinger, 1973). The major advantages of non-probability sampling are convenience and economy.

Three criteria were adopted for sample selection:

1. The family must have at least one parent and one adult child living in the household.
2. The subjects should be residents of the state of Oklahoma.
3. The adult child family member should be 18 years of age or older.

The sample for the study consisted of 121 families, 49 of whom responded to a self-report questionnaire consisting of Family Background Information Form, Family Member Background Information Form and the Family Survey Form.

In the spring of 1988, identification of adult child families began. Initially, families known to the researcher through personal friends or colleague networks were identified. Two-hundred faculty and staff at a small

four-year university located in central Oklahoma were then surveyed by means of campus mail to ascertain if any met the sample criteria and would be willing to participate in a study (Appendix A). In addition, faculty, staff, and students were asked to identify any persons known to fit the adult child family criteria. Another request for families to participate in the study or identify families fitting the criteria was made through a weekly newsletter of a large Baptist church. This newsletter was distributed to 1200 families all residing in the State of Oklahoma (Appendix A). When only one response from this request was received after one month, the church roll of 2,108 names (grouped by family) was evaluated by the researcher to identify potential participants. Twenty-five families were found which fit the family criteria. A public welfare agency was contacted and three supervisors agreed to be responsible for identifying 50 adult child families from their caseloads and distributing questionnaires to them. An Indian public health facility agreed, through its Human Services Department, to identify and distribute 30 questionnaires to adult child families (see Appendix B for Consent Letter). Attempts were made to gain a diversified sample for the study.

Instrumentation

The instruments for this study were selected based on reliability and validity established in previous studies and

because of content deemed helpful in examining the interaction and characteristics of adult child family members. Two scales, one to measure nurturance and one to measure independence, were developed for this study because no existing scales were found which were appropriate to measure these variables. No validity or reliability, therefore, had been established for these scales. Eleven instruments were utilized to accomplish the purpose of this study. These were: (a) FACES III; (b) Family Satisfaction Scale; (c) FIRM Scale; (d) Parent-Adolescent Communication Scale; (e) Marital Satisfaction Subscale (ENRICH); (f) Rotter's Internal-External Locus of Control Scale; (g) Self-Esteem Scale; (h) California F Scale (Authoritarianism); (i) Independence Scale; (j) Nurturance Scale; and (k) Background Information Forms. Appendix C includes letters for permission to use instruments for this study. Table V is a summary of instruments and variables measured and Table VI is an operational summary of variables used in testing hypotheses. Instruments used for this study are discussed in the sections to follow.

FACES III

FACES III is the third version in a series of FACES scales developed to assess the two major dimensions of the Circumplex Model, family cohesion and family adaptability. The Circumplex Model was developed by Olson and colleagues in an attempt to bridge research, theory and practice. The

TABLE V
SUMMARY OF INSTRUMENTS
AND VARIABLES MEASURED

Dimension Measured	Instruments	Variables Measured
Individual System	Rotter's Internal-External Locus of Control Scale (Rotter, 1966)	Locus of Control
	Independence Scale (New Scale)	Independence
	Self-Esteem Scale (Rosenberg, 1965)	Self-Esteem
	California F Scale Forms 40 and 45 (Adorno, et al., 1950)	Authoritarianism
	Nurturance Scale (New Scale)	Nurturance
Family System	FACES III (Olson, et al., 1979)	Cohesion and Adaptability
	Family Satisfaction (Olson & Wilson, 1982)	Cohesion and Adaptability
	Parent-Adolescent Communication (Barnes & Olson, 1982)	Open Family Communication & Problem Family Communication
	ENRICH (Olson, Fournier, & Druckman, 1982)	Marital Satisfaction
	FIRM (McCubbin, Comeau, & Harkins, 1981)	Family Resources
Environmental System	Background Information Form (Family Form, Parent Form, & Adult Child Form)	Background information, e.g. age, income, education, household composition, living arrangement

TABLE VI
OPERATIONAL SUMMARY OF KEY VARIABLES
USED IN TESTING HYPOTHESES

Scale	Items	Source	Range	Measurement Level	Conceptual Definition
Family Cohesion	1,3,5,7, 9,11,13, 15,17,19	FACES III	10-50	Interval	Degree to which family members are separated from or connected to their family
Family Adaptability	2,4,6,8, 10	FACES III	10-50	Interval	Extent to which the system is flexible and able to change
Parent-Adolescent Communication	1-20	PAC	20-100	Interval	Positive and negative aspects of communication and aspects of the content and process of the parent-adolescent interactions
Open Family Communication	1,3,6,7, 8	PAC	10-50	Interval	Freedom or free flowing exchange of information, both factual and emotional
Problems in Family Communication	2,4,5,10, 11,12,15, 18,19,20	PAC	10-50	Interval	Hesitancy to share, negative styles of interaction, and selectivity and caution in what is shared
Family Satisfaction	1-14	FSS	14-70	Interval	Satisfaction with one's family on the dimensions of family cohesion
Family Cohesion	1,3,5,7, 9,11,13, 14	FSS	8-40	Interval	Feeling one has about how satisfied one is with one's family on the dimension of cohesion (separated or connected)

TABLE VI (Continued)

Scale	Items	Source	Range	Measurement Level	Conceptual Definition
Family Adaptability	2,4,6,8,10,12	FSS	6-30	Interval	Feeling one has about how satisfied one is with one's family on the dimension of adaptability (change)
Marital Satisfaction	1-10	ENRICH	10-50	Interval	Satisfaction in personality characteristics, role responsibilities, communication, resolution of conflict, financial concerns, management of
leisure					time, sexual relationship, parental responsibilities, relationships with family and friends and religious orientation
Family Resources for Management	1-38	FIRM	31-155	Interval	The repertoire of social and psychological resources a family has or does not have to adapt to stressful events
Esteem & Communication	2,6,8,12,15,22,23,27,31,34,37	FIRM	11-55	Interval	Family system and social support resources in the area of respect from others and encouragement
Mastery & Health	1,3,9,10,16,20,24,30,32,36,38	FIRM	11-55	Interval	Sense of mastery over family events and outcomes
Extended Family Social Support	7,13,19,28	FIRM	4-20	Interval	The mutual help and support given to and received from relatives

TABLE VI (Continued)

Scale	Items	Source	Range	Measurement Level	Conceptual Definition
Financial Well-Being	5,11,18, 25,33	FIRM	5-25	Interval	The family's perceived efficacy
Social Desirability	4,14,17, 21,26,29, 35	FIRM	7-35	Interval	Description of family in favorable, socially desirable terms in order to achieve the approval of others
Self-Esteem	5,11,17, 23,29,32	SES	6-30	Interval	Self-Acceptance
Authoritarianism	1,6,12, 18,24,30	F Scale	6-30	Interval	Anti-democratic
Locus of Control	2,7,10, 13,16,19, 22,25,28, 31	Rotter	10-50	Interval	The extent to which persons perceive contingency relationships between their actions and their outcomes
Nurturance	4,9,15, 21,27	New Scale	5-25	Interval	The tendency to attempt to care for and further the growth and development of another
Independence	3,8,14, 20,26	New Scale	5-25	Interval	The ability to behave independently, to do things on one's own

Circumplex Model allows one to classify families into 16 specific types or three more general types--balanced, mid-range and extreme (Olson, McCubbin et al., 1985).

The Family Adaptability and Cohesion Evaluation Scale (FACES III) is the primary instrument used in this study to assess the family functioning of adult child families. FACES III was designed to be used with families across the life cycle and by adults and children.

The original 111-item self-report instrument (FACES, 1978) was revised and published as FACES II in 1982 as a 30-item self-report scale with 2-3 items for each of 14 content areas. FACES II was developed to create a shorter, more readable instrument. FACES III was then developed to improve the reliability, validity, and clinical utility of the scales. The final 20-item scale, FACES III, contains 10 cohesion items and 10 adaptability items. The items focus on systems characteristic of all the family members currently living at the home. Once the items are scored, the score can be classified into family system type. The scales' reliability on the cohesion dimension is .77 and on the adaptability dimension, .62. Overall scale reliability is .68. Correlation between the two scales is almost zero on FACES III; the Pearson correlation between the two scales is $r = .03$. Each of the items was answered using a five-point response format ranging from 1 (almost never) to 5 (almost always) to describe how frequently a behavior occurred in ones' family. Two items were reworded to make

them more suitable for families with all adult members. Substantively, the content of the items did not change. Appendix D, Section I (Parent Form and Adult Child Form) has the FACES III instrument and Appendix E has the subscale items and direction of scoring.

Cohesion--This dimension assesses the degree to which family members are separated from or are connected to their family. There are four levels of family cohesion ranging from extreme low cohesion to extreme high cohesion: disengaged, separated, connected and enmeshed. There are two items each for five concepts related to the cohesion dimension: emotional bonding, supportiveness, family boundaries, time and friends, and interest in recreation. The cohesion score is obtained by summing all of the odd-numbered items on the scale. High scores on the scale represents high cohesion. Low scores mean low cohesion.

Adaptability--This dimension has to do with the extent to which the family system is flexible and able to change. There are four levels of family adaptability ranging from extreme low adaptability (change) to extreme high adaptability (change): rigid, structured, flexible, and chaotic. There are two items each that represent concepts related to the adaptability dimension: leadership, control, and discipline; and four items for the combined concept of roles and rules. The adaptability score is the sum of all even-numbered items on the scale. High scores represent high adaptability. Low scores represent low adaptability.

Family Satisfaction Scale

The Family Satisfaction Scale (Olson & Wilson, 1982) was used to measure family satisfaction on the dimensions of family cohesion and family adaptability. The scale consists of 14 items and assesses family satisfaction on each of the 14 subscales of the Circumplex Model. Reliability for the cohesion subscale is .85 and .84 for the adaptability subscale. The total scale reliability is .92. Although two scores are obtained for the family satisfaction scale, the total score has been found to be the most empirically valid. The results of a factor analysis clearly indicated that family satisfaction is a unidimensional scale. The response scale for items is a five-point response format ranging from 1 (dissatisfied) to 5 (extremely satisfied), indicating level of satisfaction with one's family. A total score is obtained by summing the 14 items. A high score indicates high family satisfaction. Appendix D, Section II (Parent Form and Adult Child Form), includes the Family Satisfaction instrument and Appendix E has the scale items and scoring direction.

Cohesion--The dimension of cohesion is measured on eight subscales: emotional bonding, family boundaries, coalitions, time, space, friends, decision making, and interests and recreation. The eight items are summed, giving a cohesion score, which is then combined with the sum of the adaptability subscale to obtain a total score.

Adaptability--Measurement of adaptability is made by six subscales: assertiveness, control, discipline, negotiation, roles, rules. Summing the six adaptability items results in an adaptability score. This score is summed with the cohesion subscale score and a total score is obtained.

Parent-Adolescent Communication
Scale

The Parent-Adolescent Communication Scale, developed by Barnes and Olson, measures the positive and negative aspects of communication as well as aspects of the content and process of parent-adolescent interactions (Barnes & Olson, 1985a). This 20-item scale consists of two 10-item subscales, Open Family Communication and Problems in Family Communication. Parents evaluate their communication with their adolescent and the adolescent evaluates communication with his/her mother and communication with his/her father. The reported alpha reliability is .87 for Open Family Communication, .78 for Problems in Family Communication, and .88 for the total scale. Respondents evaluate statements describing parent-adolescent communication on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Point values for response choices on Problem Family Communication are reversed for scoring to distinguish items from the two subscales. A total score is obtained by summing scores for both subscales. The total score is

generally used to report parent-adolescent communication. Appendix D, Section IV (Parent Form and Adult Child Form), includes the Parent-Adolescent Communication instrument. Items by subscale and scoring directions are in Appendix E.

The sample for this study was all adults, but the Parent-Adolescent Communication Scale seemed to be appropriate for adult child families. Communication and interaction issues relevant to parents and adolescents appeared to be similar to communication and interaction issues of middle-aged parents and adult children sharing a household. Scale items were not reworded for use with this adult sample.

Subscales and scoring are described in the following sections:

Open Family Communication--The Open Family Communication subscale measures the positive aspects of parent-adolescent communication. "Focus is on freedom or free flowing exchange of information, both factual and emotional as well as on the sense of lack of constraint and degree of understanding and satisfaction experienced in their interactions" (Olson, McCubbin et al., 1985, p. 56). A high score shows open and positive communication between parents and adolescent.

Problems in Family Communication--The Problems in Family Communication subscale focuses on "the negative aspects of communication, hesitancy to share, negative styles of interaction, and selectivity and caution in what

is shared" (Olson et al., 1985, p. 56). A low score indicates problems in family communication.

Marital Satisfaction

Subscale (ENRICH)

The Enriching and Nurturing Relationship Issues, Communication and Happiness (ENRICH) Scale, developed by Olson, Fournier, and Druckman (1982), assesses personal, interpersonal, and external issues within a marriage, which can describe potential problem issues, as well as areas to build on for growth and enrichment (Olson, Fournier, & Druckman, 1985). The ENRICH scale consists of twelve subscales, each representing a content area for marital assessment: idealistic distortion, marital satisfaction, personality issues, communication, conflict resolution, financial management, leisure activities, sexual relationship, children and marriage, family and friends, equalitarian roles, and religious orientation. Only one of these subscales, Marital Satisfaction, was selected for inclusion in this study. Reliability for the Marital Satisfaction subscale is .81. The alpha reliability for all scales averaged .74. Response choices for this five-point scale range from 1 (strongly disagree) to 5 (strongly agree). A score is obtained by summing all items in the scale. Point values for four items were reversed to score them in the correct direction.

The Marital Satisfaction subscale is a global measure

of satisfaction. Ten areas of the couples' marriage are surveyed: personality characteristics, role responsibilities, communication, resolution of conflict, financial concerns, management of leisure time, sexual relationship, parental responsibilities, relationships with family and friends, and religious orientation. A high score reflects compatibility and satisfaction with most aspects of the couples' marital relationship. A low score reflects a lack of satisfaction and concern with various aspects of their marriage (Olson, Fournier, & Druckman, 1985). Appendix D, Section V (Parent Form), includes the Marital Satisfaction Subscale and scale items. The scoring directions are found in Appendix E.

FIRM Scale

The Family Inventory of Resources for Management (FIRM) Scale (McCubbin, Comeau, & Harkins, 1981) was developed to assess the resources available to families to help them to adapt to stressful situations. FIRM was designed to use with any type of family. Items in FIRM encompass three major areas: personal resources; the family system internal resources; and social support. Personal resources are the qualities and skills of individual family members which are available to the whole family. Personal resources include financial, educational, health, and psychological (personality) resources (McCubbin, Comeau, & Harkins, 1981). Family system resources encompass family cohesion, family

adaptability, managerial skills, problem-solving ability, and the ability to identify resources. Social support includes emotional support, esteem support, and network support. This support comes from within the family, as well as from extended family, friends, neighbors, co-workers, and the community.

The FIRM instrument consists of 69 items distributed in six subscales: Family Strengths I: Esteem and Communication; Family Strengths II: Mastery and Health; Extended Family Social Support; Financial Well-Being; Sources of Financial Support; and Social Desirability. A score for FIRM is obtained by summing scores for Family Strengths I and II, Extended Family Social Support, and Financial Well-Being. The reported internal reliability for the four family resources scales is .89 (Cronbach's alpha). Reliability for Esteem and Communication is .85; Mastery and Health, .85; Extended Family Social Support, .62; and Financial Well-Being, .85. Cronbach's alpha is .44 for Sources of Financial Social Support. Scale items correlate moderately. Respondents are asked to evaluate family statements based on how well the statement describes their family.

A modification of the response choice set was made in order to maintain consistency in response choices with other instruments used for this study. Instead of using a 0-3 scale ranging from 0 (not at all) to 3 (very well), a five-point scale was used, ranging from 1 (strongly

disagree) to 5 (strongly agree). In addition, the total scale was not utilized for this study. Items were selected in each of five FIRM categories which were deemed most appropriate for adult child families. Thirty-eight items were selected: Esteem and Communication, 11 items; Mastery and Health, 11 items; Extended Family Social Support, four items; Financial Well-Being, five items; and the total seven-item Social Desirability scale. No items were selected from the Sources of Financial Support category, since this information is included in background information. The changes made in the FIRM Instrument, while substantial, do not alter the purpose of the instrument to assess perceived family resources. The score for social desirability is obtained by summing items, but the score is not added to the four scales representing perceived family resources. Point values for 16 items were reversed for scoring. Appendix D, Section III (Parent Form and Adult Child Form), includes the FIRM Scale and scale items listed by category. Scoring directions are in Appendix E.

Subscales and scoring are:

Family Strengths I: Esteem and Communication--Six areas are reflected in this category: family esteem; communication; mutual assistance; optimism; problem solving ability; and encouragement of autonomy among family members. A high score indicates high esteem and communication in the family.

Family Strengths II: Mastery and Health--Items in this

area reflect: mastery over family events and outcomes; family mutuality; and physical and emotional health. A high score means that the family is healthy and able to work together to master or control stressful events.

Extended Family Social Support--This subscale contains items which indicate the mutual help and support given to and received from relatives. A high score shows that the family is perceived as being a part of a strong mutual support system with relatives.

Financial Well-Being--This category reflects how the family perceives its financial stability in terms of meeting financial commitments, financial reserves, ability to help others, and optimism about future financial stability. A high score means that the family is perceived as being financially stable in the present and in the future.

Social Desirability--This subscale assesses the family's tendency to present itself in the best possible light or in a socially desirable way in order to gain the approval of others. A high social desirability score indicates a high likelihood that responses to other scale items represent how family members would like their family to be perceived, rather than how it is in actuality.

Rotter's Internal-External

Locus of Control Scale

Rotter's Internal-External Locus of Control Scale assesses a person's perception of personal control over

events and own behavior (Rotter, 1966b). People who believe they have some control over their destinies are called "Internals". Those, on the otherhand, who believe that outcomes are based on factors outside themselves, such as fate, luck, or chance, are called "Externals" (Rotter, 1966a).

Rotter's scale has been administered to numerous samples and reliabilities have been obtained. From a sample of 400 college students, an internal consistency coefficient (Kuder-Richardson) of .70 was obtained. This sample was later subdivided and re-tested. Test-retest reliability coefficients of $r=.72$ and $r=.55$ were obtained. Modification of this scale was made in the response format from yes/no to a Likert format ranging from 1 (strongly disagree) to 5 (strongly agree). Ten items from the total 58-item scale were included in this study. Items were selected on the basis of correlation coefficients and item content. The total score is the sum of all item scores. A high score represents an individual with more internal locus of control and a low score represents an individual who has more external locus of control. The scale is in Appendix D, Sections V (Adult Child Form) and VI (Parent Form). Scale items and scoring directions are in Appendix E.

Independence Scale

This scale was developed for inclusion in this study to measure a person's perception of his/her own independence.

Independence is defined as doing things on one's own, not being subject to the control of others. No previously developed scale for measuring personal independence could be found. Since this scale has not been used in other studies, no validity or reliability levels have been established. Respondents indicate on a five-point scale ranging from 1 (strongly agree) to 5 (strongly disagree) how well statements describe their independence. The total score is the sum of all item scores. Point levels for two items were reversed for scoring of negatively worded items. A high score represents an individual who perceives him/herself as being personally independent. Appendix D, Sections V (Adult Child Form) and VI (Parent Form), includes the Independence Scale. Appendix E includes the scale by items and scoring directions.

Self-Esteem Scale

The Self-Esteem Scale, developed by Rosenberg (1965), measures the self-acceptance aspect of self-esteem, and was originally intended for use with high school students. All scale items revolve around liking and/or approving of the self. The scale has been used by a wide variety of samples, including a sample reported by Rosenberg (1965) of 5,024 high school students from ten randomly selected New York schools (Robinson & Shaver, 1973). Rosenberg obtained a Guttman scale reproducibility coefficient of .92 and Silber and Tippet (1965) (cited by Robinson & Shaver, 1973) found

a test-retest correlation of .85. Convergent, discriminant, and predictive validity for this scale have also been tested by Rosenberg and others.

A modification of the scale was made in the response format from a four-point scale from strongly agree to strongly disagree, to a five-point scale ranging from strongly disagree to strongly agree, with a neutral response. This change was made for uniformity of response sets in the total survey form for this study, in order to avoid confusion of respondents. In addition, six items from the total scale of ten were chosen for inclusion in this study. Items were chosen on the basis of content.

A total score is obtained by summing all scale items. Point levels for three items were reversed for scoring of negatively worded items. A high score on the scale items indicates a person with high self-esteem/self-acceptance. Appendix D, Sections V (Adult Child Form) and VI (Parent Form), includes the Self-Esteem Scale. Appendix E has the scale items and scoring directions.

Nurturance Scale

The Nurturance Scale was developed for this study to measure the tendency for one to attempt to care for and further the growth and development of another. An already established scale could not be located to measure nurturance of adults, which was not related to the care of young children. This scale consists of five items to which

respondents indicate their degree of agreement or disagreement with how well the item describes them. This scale is scored by summing responses of items which can range from 1 (strongly disagree) to 5 (strongly agree). The point level for one item was reversed for scoring because it was negatively worded. Appendix D, Sections V (Adult Child Form) and VI (Parent Form), includes the Nurturance Scale. Appendix E has the scale items and scoring directions.

Authoritarianism Scale

Adorno's California F Scale (1950) was designed to measure ethnic prejudice and "prefacist tendencies", simultaneously (Adorno & Frenkle-Brunswick, 1983). Both of these characteristics are closely related to authoritarian or "implicit antidemocratic" trends in personality. Kerlinger (1973) noted that while the F Scale was designed to measure attitudes, it is a measure of personality as well. Several characteristics of the "authoritarian personality" were isolated by Adorno; these included anti-Semitism, ethnocentrism, political and economic conservatism, idealization of parents and self, avoidance of introspection, rigid conception of sex roles, and a cognitive style characterized by rigidity and intolerance of ambiguity (Robinson & Shaver, 1973).

Adorno's scale has been administered to numerous adult samples. Form 40 was administered to 1,518 persons in various groups, including middle class men, middle class

women, university women, and California service club men. A .90 reliability (split-half) was found over all groups tested. Individual group means varied from .81 to .97. Correlations with other scales of authoritarianism were .77, .73, and .61.

Form 40 of the F Scale was used for this study to measure authoritarian personality tendencies. This scale consists of nine subscales and contains 30 items. Six items, one each from six subscales, were chosen based on content deemed appropriate to measure authoritarianism tendencies of adult child family members. The subscales are: Conventionalism; Authoritarian Submission; Authoritarianism Aggression; Anti-intraception; Superstition; Power and Toughness. Modification of this scale was made in the response format which is a +3 to -3 scale indicating degree of agreement or disagreement, with no neutral point. The scale response format was changed to a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly disagree). The total score is the sum of all items. A high positive score reflects a high degree of authoritarianism.

The Authoritarian Scale is in Appendix D, Sections V (Adult Child Form) and VI (Parent Form). Scale items and scoring directions are in Appendix E.

Background Information Forms

The Background Information Forms--Parent Form and Adult

Child Form--were utilized to elicit extensive demographic information about each respondent. In addition, general information about family members was elicited through the Adult Child Family Information Form, which was completed by only one respondent. The Adult Child Family Background Form is found in Appendix F, the Adult Child Background Form in Appendix G, and the Parent Background Form in Appendix H.

Items in the Family Background Information Form provided specific information for the following variables about family members living in the household and children no longer living in the household:

1. Ages of family members,
2. Sex of family members,
3. Identity of family members, e.g. mother, father,
4. Health status of family members,
5. Employment status of family members,
6. Education level of family members, and
7. Marital status of family members.

Items for the Parent Background Form provided information for the following variables:

1. Length time the adult child has resided in the respondent's home,
2. Reasons for the adult child never moving from the respondent's home,
3. Reasons for the adult child returning to the respondent's home,
4. Type of living arrangement of adult child, e.g.

- permanent, temporary,
5. Satisfaction of respondent with living arrangement with adult child,
 6. Type of agreement respondent has with adult child,
 7. Advantages to respondent of adult child living in the home,
 8. Disadvantages to respondent of adult child living in the home,
 9. History of adult child moving in and out of the home,
 10. History of respondent moving in and out their parents' home,
 11. Expectations respondent has of their adult child,
 12. Responsibility of parents to provide for adult children,
 13. Length of current marriage of respondent,
 14. Marital satisfaction of respondent before and after adult child's return,
 15. Amount of participation respondent has in outside activities,
 16. Enjoyment of friends by respondent,
 17. Religious preference of respondent,
 18. Religiosity of respondent,
 19. Ethnic background of respondent,
 20. Occupation of respondent,
 21. Combined annual income of respondent's family,
 22. Annual income of respondent,

23. Sources of income of respondent's family,
24. Employment status of respondent, and
25. Reasons respondent is not looking for work.

Items for the Adult Child Background Form provided information for the following variables:

1. Length of time respondent living in parents' home,
2. Type of arrangement respondent has with parents, e.g. permanent, temporary,
3. Type of agreement respondent has with parents,
4. Satisfaction of respondent with living arrangement with parents,
5. Advantages to respondent to live with parents,
6. Disadvantages to respondent to live with parents,
7. Reasons respondent has never moved from parents' home,
8. History of respondent moving in and out of parents' home,
9. Reasons respondent moved out of parents' home,
10. Reasons respondent returned to parents' home,
11. Responsibility of respondent to parent,
12. Responsibility of parents to provide for adult children,
13. Amount of participation respondent has in outside activities,
14. Frequency respondent dates,

15. Enjoyment of friends by respondent,
16. Religious preference of respondent,
17. Religiosity of respondent,
18. Ethnic background of respondent,
19. Occupation of respondent,
20. Annual income of respondent,
21. Sources of respondent's annual income,
22. Employment status of respondent,
23. Reasons for respondent not looking for
work, and
24. Participation of respondent in an education
or training program.

Pilot Study

A small pilot study was conducted by the researcher to appraise the adequacy of the instruments and testing procedures, and to assess readability of instructions and questions. Three adult child families known to the researcher agreed to pilot the questionnaire and to submit to a personal interview in their home at the time the questionnaire was administered. One family piloting the questionnaire consisted of two middle-aged parents and their 20 year old daughter; another pilot family consisted of two late middle-aged parents - their 25 year old daughter chose not to participate; and the other pilot family consisted of a middle-aged mother and her 25 year old daughter - the step-father in the household chose not to participate. The

diversity of these volunteers was not planned when they were asked to participate in the pilot study. The pilot families proved to be valuable assets to refining the questionnaire. Their input was used to modify the Background Forms, questionnaire instructions, and response format for some scales. The pilot also yielded the approximate amount of time one could expect to complete the questionnaire. Completion times ranged from 30 minutes to 70 minutes; the average time was approximately 40 minutes.

Data Collection

Data were collected from adult child families in the state of Oklahoma, who were identified through friends and colleagues, students, and staff at a small four-year university, an Indian public health facility, and a large Baptist church, all located in central Oklahoma. Questionnaires, which included a letter explaining the purpose of the study, a detailed instruction sheet for completing and returning the questionnaires, Consent Forms for the parents and adult child participating in the study (Appendix I), and Family Background Information Form, Parent Background Information Form, Parent Survey Form, and Adult Child Survey Form, were mailed or distributed to 121 families. Covers of the questionnaires were different colors for parents and for adult children in order for the correct questionnaires to be completed by each family member. In addition, a pre-addressed and stamped envelope

was included for the questionnaires and Consent Forms to be returned to the researcher. Families were requested to return questionnaires two weeks from the date they were received. At the end of three weeks, post cards were mailed reminding families to return their questionnaires and/or to contact the researcher if they had questions (Appendix H). After reminders were mailed, several completed questionnaires were returned.

Forty-nine completed questionnaires were returned to the researcher. Several uncompleted questionnaires were returned with notations such as: "we don't want to participate", "questions are too personal", "we chickened out", "our son has moved out". This, perhaps, indicates reasons for questionnaires not returned by other adult child families. The public welfare agency returned 50 uncompleted questionnaires they had agreed to distribute. Twenty uncompleted questionnaires were returned to the researcher by the Indian public health facility. Ten questionnaires had been distributed by them.

Confidentiality of the respondents was maintained through use of an identification number on each set of questionnaires that the subjects received. All family members in each family were assigned the same identification number. The respondents were informed that the results of the study were available to them at their request.

Analysis of Data

Questionnaire data were converted into numerical codes representing each variable examined in the study. Analyses of data were conducted through the facilities of the Computer Center at Oklahoma State University. The statistical procedures used for the analysis of data came from the Statistical Package for the Social Sciences (SPSSX) computer program (SPSSX User's Guide, 1986) available at Oklahoma State University.

Statistical Procedure

Descriptive statistics were used to summarize the data collected. Frequency distributions, measures of central tendency, percentages of responses, standard deviation, standard error, variance, kurtosis, skewness, range (minimum and maximum) were calculated for the descriptive objectives of the study.

Mean raw scores for all scales were calculated. The mean scores for each scale were assessed to determine the similarities and differences existing among family members. An analysis of variance was completed on each scale through the use of the ONEWAY program in the SPSSX package. ONEWAY computes contrasts and multiple comparison tests and provides a test for trends across categories of an interval-level independent variable and several homogeneity of variance test statistics.

Analysis of variance (ANOVA) is a statistical procedure designed to test for the significance of variance among two or more groups (Kerlinger, 1973). Analysis of variance is statistically used to answer the question, whether the variability between groups is large enough in comparison with the variability within groups to justify the inference that the means of the population from which the different groups were sampled are not all the same (Isaac & Michael, 1981). When the differences between group variances are large enough, a significant difference is present. The specific test of significance depends on the F-Ratio. The analysis of variance was used to test the difference between groups in this study.

The one-way analysis of variance was used to determine whether there was any overall significant difference between the means of groups on the different scales. The F-Ratio is used with one-way analysis of variance to determine if there is significant difference between groups to indicate a statistically significant difference. Tukey's HSD (Honestly Significant Difference) is one of the most conservative methods for pair-wise comparison of means, requiring larger differences between means of significance than other methods. The Tukey will indicate group pairs that are significantly different from each other at the $p < .05$ level.

Chi-square is a means of answering questions about data existing in the form of frequencies rather than as scores or measurements along some scale. Chi-square statistically

answers the question, whether the frequencies observed in a sample deviates significantly from some theoretical or expected population frequencies (Isaac & Michael, 1981). The frequencies are the categories into which the data has been classified. Chi-squares were computed on background information and Circumplex family system type and levels of cohesion and adaptability through use of the CROSSTABS procedure in the SPSSX package. The frequency distribution of one variable is subdivided according to the values of one or more variables. The unique combination of values for two variables defines table cells. CROSSTABS produces two-way to n-way crosstabulations for variables that have limited numbers of numeric or string values. Cell counts are produced, as well as cell percentages, expected values, and residuals. A small sample is more likely than a large sample to contain a disproportionate number of atypical cases and large samples, even with weak relationships may prove to be statistically significant.

Chi-square helps one decide whether the variables are independent or are related, but does not tell how strongly they are related. Statistics adjusting for sample size and table size, such as Tau b, Tau c, and Eta, provide a basis for assessing strength of relationship. Tau b and Tau c measure association between two ordinal-level variables. Tau b is appropriate with square tables and Tau c with rectangular tables (SPSSX Manual, 1986).

Operational Hypotheses

The following operational hypotheses were developed to achieve the goals of this research:

1. The four levels of family cohesion based on scores from FACES will be significantly related to scores on five measures of individual system characteristics. These scales are: Locus of Control Scale, Self-Esteem Scale, Independence Scale, Authoritarianism Scale, and Nurturance Scale.
2. The four levels of family adaptability based on scores from FACES will be significantly related to scores on five measures of individual system characteristics. The scales are: Locus of Control Scale, Self-Esteem Scale, Independence Scale, Authoritarianism Scale, and Nurturance Scale.
3. The four levels of family cohesion based on scores from FACES will be significantly related to scores on four measures of family system interaction. These scales are: Parent-Adolescent Communication Scale, Family Satisfaction Scale, FIRM Scale, and Marital Satisfaction Subscale (ENRICH).
4. The four levels of family adaptability based on scores from FACES will be significantly related to four measures of family system interaction. These

scales are: Parent- Adolescent Communication Scale, Family Satisfaction Scale, FIRM Scale, and Marital Satisfaction Subscale (ENRICH).

5. The four levels of family cohesion based on scores from FACES will be significantly related to background characteristics of family members.
6. The four levels of family adaptability based on scores from FACES will be significantly related to the background characteristics of family members.
7. Family member background characteristics will be related to Circumplex family typologies of Flexibly Separated, Flexibly Connected, Structurally Separated, Structurally Connected, and Balanced.

Statistical Analysis of Hypotheses

Descriptive statistics and measures of central tendency were used to summarize the demographic data collected from the Background Forms. The variables are delineated in this chapter and in Appendixes F, G, and H. One-way analysis of variance was used for investigating differences between groups on the different scales used in this study and level of cohesion and adaptability (Hypotheses 1, 2, 3, 4). Chi-square comparisons of family type and levels of cohesion and adaptability and background characteristics were computed to determine whether frequencies observed in this sample deviated from expected frequencies (Hypotheses 5, 6, 7).

CHAPTER IV

ANALYSIS OF DATA

This study was designed to describe the individual system, family system, and environmental system characteristics of adult child families on the Circumplex Model dimensions of family behavior, cohesion and adaptability. The research study is based on family systems theory, individual developmental theory, and family life cycle theory and examines the relationships of the variables of cohesion and adaptability and family variables of family communication, family satisfaction, family resources, and marital satisfaction and individual variables of locus of control, authoritarianism, nurturance, independence, self-esteem and background characteristics of family members. In addition, the relationship of background characteristics and Circumplex family type was examined. The findings of this study will add to knowledge about the characteristics of families and individuals at the family life cycle stage of launching and give some insight into the increasing incidence of adult child families in the American society.

The first section of Chapter IV is an analysis of the empirical characteristics of the scales used to test the

hypotheses formulated for this study. The second section deals with background characteristics of the respondents. The third section presents the results of statistical analyses related to the seven hypotheses set forth in Chapter III as the primary research questions.

Empirical Characteristics of Scales

Overall, the empirical characteristics of family system and individual system scales vary little between mothers, fathers and adult children (see Tables VII, VIII, and IX). Mean scores and standard deviations are comparable between family members. Mean scores were moderate to high on all scales, with no scores extremely high or extremely low. While some standard deviations were large, considering the size of the scale, family members were comparable as to how much individual scores varied from the mean.

Mean scores on individual system scales, which ask respondents to describe themselves on the variables of self-esteem, locus of control, nurturance and independence did not vary to any significant degree. Being authoritarian, however, appears to be more of a characteristic of adult children than for parents. The mean for adult children is significantly higher on this 30-point scale. In general, family members described themselves as having high self-esteem, a somewhat authoritarian personality, control over events in their life, and highly nurturing and independent.

TABLE VII
EMPIRICAL SUMMARY OF SCALES AND SUBSCALES WITH
RELIABILITY ESTIMATES FOR FATHERS

Scale/Subscale Name	Form	Mean	S.D.	Theoretical Range		Actual Range		Reliability Coefficient	
				Low	High	Low	High	Alpha	Alpha*
Cohesion	FACES III	34.8	4.7	10	50	19	50	.77	.79
Adaptability	FACES III	28.5	3.8	10	50	17	33	.62	.54
Open Family Communication	PAC	35.8	8.3	10	50	21	50	.87	.91
Problems in Family Communication	PAC	33.9	5.2	10	50	25	46	.78	.54
Parent-Adolescent Communication (Total Scale)	PAC	65.6	11.7	20	100	41	91	.88	.87
SATISFACTION RELATED TO:									
Family Satisfaction	FSS	49.7	9.6	14	70	36	70	.92	.93
Cohesion	FSS	28.5	5.4	8	40	20	40	.85	.86
Adaptability	FSS	21.3	4.5	6	30	14	30	.84	.87
Family Resources for Management	FIRM	114.5	16.6	31	155	85	143	.89	.53
Esteem & Communication	FIRM	44.9	6.2	11	55	28	55	.85	.86
Mastery & Health	FIRM	36.2	9.0	11	55	21	52	.85	.86
Extended Family Social Support	FIRM	15.2	3.3	4	20	7	20	.62	.74
Financial Well-Being	FIRM	18.6	5.3	5	25	6	25	.85	.77
Social Desirability	FIRM	19.9	4.4	7	35	9	26	NR	.56
Marital Satisfaction	ENRICH	36.8	8.8	10	50	22	50	.81	.86
INDIVIDUAL SYSTEM CHARACTERISTICS:									
Self-Esteem	SES	24.1	5.3	6	30	10	30	.92**	.64
Authoritarianism	F-SCALE	15.4	2.9	6	30	10	20	.90***	.08
Locus of Control	ROTTER	15.5	2.6	4	20	11	20	.70	.56
Nurturance	New Scale	18.9	1.9	5	25	16	23	NE	.41
Independence	New Scale	18.9	2.8	5	25	13	25	NE	.42

*Alpha reliability for this study.

**Guttman

***Split-Half

NR=None reported

NE=None Established

TABLE VIII
EMPIRICAL SUMMARY OF SCALES AND SUBSCALES WITH
RELIABILITY ESTIMATES FOR MOTHERS

Scale/Subscale Name	Form	Mean	S.D.	Theoretical Range		Actual Range		Reliability Coefficient	
				Low	High	Low	High	Alpha	Alpha*
Cohesion	FACES III	35.4	4.2	10	50	18	50	.77	.81
Adaptability	FACES III	28.9	4.5	10	50	15	40	.62	.70
Open Family Communication	PAC	39.8	6.5	10	50	22	50	.87	.87
Problems in Family Communication	PAC	33.6	7.1	10	50	16	46	.78	.65
Parent-Adolescent Communication (Total Scale)	PAC	68.9	11.6	20	100	41	91	.88	.85
SATISFACTION RELATED TO:									
Family Satisfaction	FSS	48.4	8.7	14	70	33	70	.92	.88
Cohesion	FSS	28.3	5.4	8	40	18	40	.85	.77
Adaptability	FSS	21.2	3.7	6	30	15	30	.84	.79
Family Resources for Management	FIRM	115.3	19.1	31	155	72	154	.89	.64
Esteem & Communication	FIRM	46.5	6.1	11	55	27	55	.85	.84
Mastery & Health	FIRM	34.3	10.5	11	55	12	55	.85	.89
Extended Family Social Support	FIRM	15.3	3.7	4	20	4	20	.62	.75
Financial Well-Being	FIRM	18.8	5.4	5	25	5	25	.85	.87
Social Desirability	FIRM	19.9	4.8	7	35	8	28	NR	.77
Marital Satisfaction	ENRICH	39.5	6.6	10	50	26	50	.81	.74
INDIVIDUAL SYSTEM CHARACTERISTICS:									
Self-Esteem	SES	24.1	5.3	6	30	10	30	.92**	.84
Authoritarianism	F-SCALE	14.2	4.1	6	30	6	24	.90***	.55
Locus of Control	ROTTER	16.6	2.8	4	20	5	20	.70	.59
Nurturance	New Scale	20.3	2.7	5	25	13	25	NE	.53
Independence	New Scale	18.9	3.2	5	25	11	25	NE	.47

*Alpha reliability for this study.

**Guttman

***Split-Half

NR=None reported

NE=None Established

TABLE IX
EMPIRICAL SUMMARY OF SCALE AND SUBSCALES WITH
RELIABILITY ESTIMATES FOR ADULT CHILDREN

Scale/Subscale Name	Form	Mean	S.D.	Theoretical Range		Actual Range		Reliability Coefficient	
				Low	High	Low	High	Alpha	Alpha*
Cohesion	FACES III	34.0	4.7	10	50	18	48	.77	.83
Adaptability	FACES III	27.0	4.3	10	50	13	41	.62	.76
Open Family Communication/Father	PAC	35.2	5.4	10	50	19	50	.87	.87
Open Family Communication/Mother	PAC	39.5	7.7	10	50	20	50	.87	.88
Problems in Family Communication/Father	PAC	33.4	8.9	10	50	10	50	.78	.85
Problems in Family Communication/Mother	PAC	34.0	8.3	10	50	16	50	.78	.84
Communication with Father	PAC	68.6	14.5	20	100	41	99	.88	.90
Communication with Mother	PAC	73.5	14.7	20	100	39	100	.88	.91
SATISFACTION RELATED TO:									
Family Satisfaction	FSS	47.9	9.8	14	70	29	70	.92	.91
Cohesion	FSS	27.8	5.6	8	40	17	40	.85	.82
Adaptability	FSS	20.1	4.5	6	30	12	30	.84	.85
Family Resources for Management	FIRM	110.4	18.7	31	155	66	155	.89	.91
Esteem & Communication	FIRM	42.8	6.1	11	55	29	55	.85	.81
Mastery & Health	FIRM	35.0	8.6	11	55	13	55	.85	.87
Extended Family Social Support	FIRM	14.6	3.8	4	20	6	20	.62	.75
Financial Well-Being	FIRM	18.1	5.0	5	25	7	25	.85	.80
Social Desirability	FIRM	20.0	2.8	7	35	12	27	NR	.69
INDIVIDUAL SYSTEM CHARACTERISTICS:									
Self-Esteem	SES	23.4	4.1	6	30	15	30	.92**	.79
Authoritarianism	F-SCALE	22.1	3.7	6	30	12	30	.90***	.60
Locus of Control	ROTTER	15.4	2.2	4	20	11	20	.70	.20
Nurturance	New Scale	19.1	3.0	5	25	13	25	NE	.73
Independence	New Scale	18.7	3.0	5	25	13	25	NE	.47

*Alpha reliability for this study.

**Guttman

***Split-Half

NR=None reported

NE=None Established

Mean scores and standard deviations for family system scales measuring family cohesion, family adaptability, family communication, family satisfaction, family resources, and marital satisfaction did not vary significantly between family members. There appears to be agreement about the functioning of the family between family members. Family members tended to see family functioning and satisfaction on the variables analyzed at a moderate to high level. They were moderately to highly satisfied with their family's cohesion and adaptability, family communication, family resources, and marriage.

Reliability coefficients were computed by means of Cronbach's alpha formula for all scales and subscales used for this study (see Tables VII, VIII, and IX). FACES, Family Satisfaction Scale, FIRM subscales, Marital Satisfaction subscale of ENRICH, and Parent-Adolescent Communication Scale all met or exceeded the acceptable levels of reliability for research for the study sample, except for fathers. Reliabilities for adaptability on FACES and the total FIRM Scale for fathers were below acceptable levels of reliability for research purposes.

Scales measuring individual system variables were not as reliable as scales measuring family system variables. The Rosenberg Self-Esteem Scale had an acceptable level of reliability for each family member, but reliabilities for other individual system scales (locus of control, authoritarianism, independence, and nurturance) were lower

for some family members than standards for research purposes. Reliability for the Locus of Control Scale had shown acceptable levels of reliability in past research, however, reduction in the size of the original scale and changes in scoring procedures had a negative effect for adult children in this research sample. In order to obtain a more acceptable level of reliability on the Locus of Control Scale, six items were removed from the scale which did not appear to measure locus of control as directly as other items in the scale. The removal of these items, which left the scale with four items, did not improve the reliability estimate for adult children, although reliability was improved for mothers and fathers in the sample. The Adorno F Scale, which measures authoritarianism, had shown in past research, acceptable levels of reliability, but reduction in the size of the scale, and changes in scoring procedures, negatively affected reliability for fathers in this research sample. No previous reliabilities had been established for the scales measuring independence and nurturance and reliabilities for mothers and fathers on the Nurturance Scale and for mothers, fathers, and adult children on the Independence Scale, were below acceptable levels for research purposes.

The lack of acceptable levels of reliability for the scales measuring locus of control, authoritarianism, independence, nurturance, adaptability, and family resources for some family members is a limitation of this study.

Characteristics of Respondents

Background Characteristics

Background information collected on this population was recorded on a Family Background Information Form, Adult Child Background Form, and Parent Background Form. Table X presents a description of the 126 persons who participated in this study. The sample represents a small town population, which could be described as rural. Eighty-five percent of respondents were white, seven percent were Black, and eight percent were American Indian. Of the parent sample, 44 percent of the respondents were male and 56 percent of the respondents were female. Fifty-one percent of the adult children participating in the study were male and 49 percent were female.

The age of the total sample ranged from 19 years to 75 years. Parents ranged in age from 39 years to 75 years. Adult children ranged in age from 19 years to 52 years. The mean age of the fathers was 55.6 years, for mothers, 53 years, and for adult children, 28.5 years. Sixty-nine percent of family members reported an annual family income of over \$25,000, with 34 percent reporting an annual family income of over \$45,000. Thirty-two percent of fathers had an individual income of over \$45,000, while 30 percent of mothers had an individual income of less than \$10,000, and 17 percent reported no individual income. Ninety-five

TABLE X
SUMMARY OF SELECTED BACKGROUND CHARACTERISTICS
OF SUBJECTS (N=126)

Variable	Mother (n=48)		Father (n=31)		Adult Child (n=47)	
	f*	%	f*	%	f*	%
<u>Sex</u>						
Male	--	--	31	100.0	24	51.1
Female	48	100.0	--	--	23	48.9
<u>Education</u>						
Less than 12 Years	7	14.9	5	16.2	4	8.7
12 Years	21	44.7	5	17.2	8	17.4
13-15 Years	11	23.4	8	18.3	26	56.5
16 Years	2	4.3	1	3.0	5	10.9
16 or More Years	6	12.8	10	35.3	3	6.5
<u>Employed</u>						
Yes	32	68.1	23	76.7	34	75.6
No	15	31.9	7	23.3	11	24.1
<u>Health</u>						
Excellent	16	35.6	10	34.5	24	53.3
Good	18	40.0	12	40.0	18	36.7
Fair	9	20.0	6	20.7	3	6.7
Poor	2	4.4	1	3.4	0	0.0
<u>Marital Status</u>						
Single, Never Married	1	2.2	28	62.2		
Single, Divorced	4	8.9	1	3.3	14	31.1
Married, Live Together	29	64.4	28	93.3	2	4.4
Married, Separated	1	2.2	1	3.3	1	2.2
Remarried	3	6.7	--	--	--	--
Remarried, Widowed	2	4.4	--	--	--	--
Single, Widowed	5	11.1	--	--	--	--
<u>Individual Income</u>						
Under 10,000	13	30.2	2	8.0	21	48.8
10,000-15,000	7	16.3	4	16.0	12	27.9
15,001-25,000	5	11.6	5	20.0	8	18.6
25,001-35,000	8	18.6	5	20.0	2	4.7
35,001-45,000	0	0.0	1	4.0	0	0.0
over 45,000	3	7.0	8	32.0	0	0.0
No individual income	7	16.3	0	0.0	0	0.0
<u>Sources of Income</u>						
Employment	31	83.8	23	85.2	35	83.3
Social Security	4	8.2	3	11.1	1	2.4
Retirement	5	13.5	5	8.5	0	0.0
Other Sources	8	8.7	6	22.2	10	23.4
<u>Participation in Outside Activities</u>						
Once a Day	5	11.1	1	3.7	9	20.5
Twice a Week	4	8.9	5	18.5	18	40.9
Once a Week	16	35.6	7	25.9	8	18.2

TABLE X (Continued)

Variable	Mother (n=48)		Father (n=31)		Adult Child (n=47)	
	f*	%	f*	%	f*	%
Once a Month	2	4.4	5	18.5	2	4.5
Rarely	14	31.1	9	33.3	7	15.9
Never	4	8.9	0	0.0		
<u>Enjoys Activities with Friends</u>						
Agree	39	86.7	25	92.6	41	93.2
Disagree	6	13.3	2	7.4	3	6.8
<u>Religion</u>						
Agnostic	0	0.0	1	3.7	3	6.8
Baptist	25	51.0	17	63.0	25	56.8
Catholic	3	6.8	1	3.7	2	4.5
Christian	2	4.5	2	7.4	3	6.8
Church of Christ	1	2.3	1	3.7	1	2.3
Episcopal	1	2.3	1	3.7	1	2.3
Holiness	1	2.3	0	0.0	4	9.1
Methodist	6	13.6	2	7.4	3	6.8
Other Protestant	4	9.1	2	7.4	2	4.5
Presbyterian	1	2.3	0	0.0	0	0.0
<u>Religiosity</u>						
Very	22	48.9	15	55.6	11	24.4
Somewhat	22	48.9	10	37.0	27	60.0
Not Important	1	2.2	2	7.4	7	15.6
<u>Ethnicity</u>						
Black	3	6.7	2	7.4	3	6.7
White	39	86.7	23	85.2	38	84.4
Indian	3	6.7	2	7.4	4	8.9
<u>Occupation</u>						
Professional	1	2.2	3	11.1	1	2.2
Other Professional	10	21.7	9	33.3	6	13.3
Skilled/						
Construction	1	2.2	6	22.2	3	6.7
Sales/Clerical	7	15.2	1	3.7	10	22.2
Laborer/Waitress	3	6.5	1	3.7	5	11.1
General Service	5	10.9	1	3.7	2	4.4
Student	2	4.3	1	3.7	12	26.7
Retired	9	18.5	3	6.7		
Housewife/husband	12	26.1	0	0.0	0	0.0
Unemployed	1	2.2	0	0.0	0	0.0
Other**	3	6.7	0	0.0	0	0.0
<u>Parents Rating of Marriage</u>						
Extremely Happy	19	54.3	10	40.0	--	--
Generally Happy	16	45.7	13	52.0	--	--
Neither Happy nor Unhappy	0	0.0	2	8.0	--	--

TABLE X (Continued)

Variable	<u>Mother (n=48)</u>		<u>Father (n=31)</u>		<u>Adult Child (n=47)</u>	
	f*	%	f*	%	f*	%
<u>Amount Adult Child</u>						
<u>Dates</u>						
A Lot	--	--	--	--	10	23.3
Average	--	--	--	--	12	27.9
Little	--	--	--	--	14	32.6
Never	--	--	--	--	7	16.3
<u>Adult Child's</u>						
<u>Involvement in</u>						
<u>Education/Training</u>						
<u>Program</u>						
Yes	--	--	--	--	17	40.5
No	--	--	--	--	40	59.5

*Difference is due to missing values

**See Appendix K

percent of adult children had a personal annual income below \$25,000, with 40 percent having an annual income below \$10,000. Forty percent of adult children, however, reported being involved in an educational or training program. Mothers were often in professional occupations, but most often they were housewives. Most fathers were either in professional or skill/construction occupations. Adult children were predominantly students or in sales/clerical occupations. Forty-four percent of mothers had a high school education, while 38 percent of fathers had 16 or more years of education. Fifty-six percent of adult children had 13-15 years of education and 17 percent reported 16 years or more of education. Baptist was the predominant religious preference of this sample, with over 50 percent of mothers, fathers, and adult children reporting this preference. Ninety-two percent of the sample reported being very religious or somewhat religious.

The mean household size of these families was 3.3 members, with the mean total family size 4.67 members. The mean number of adult children already launched was 1.6. Families tended to have high incomes and marriages of long duration. Table XI summarizes family characteristics.

Background information related to the coresidence of parents and adult children is summarized in Table XII. Of adult children living in their parents' home, 34 percent reported living there less than one year, 21 percent 1-2 years, and 29 percent reported never living away from their

TABLE XI
CHARACTERISTICS OF FAMILY FROM
BACKGROUND INFORMATION

Variable	f	Mean	%	Range
<u>Family Income</u>				
Under 10,000	10	--	15	--
10,001 - 15,000	4	--	6	--
15,001 - 25,000	6	--	9	--
25,001 - 35,000	12	--	18	--
35,001 - 45,000	12	--	18	--
Over 45,000	23	--	34	--
Years of Marriage	--	26.5	--	2-50
Household Size	--	3.3	--	2-6
Adult Children Out of Home	--	1.6	--	1-6
Total Family Size	--	4.67	--	2-10
<u>Families with More than One Adult Child in Home</u>				
2 Adult Children	9	--	18	--
3 Adult Children	4	--	8	--

TABLE XII
SELECTED BACKGROUND CHARACTERISTICS RELATED TO
CORESIDENCE OF PARENTS AND ADULT CHILDREN

Variable	Mother (n=47)		Father (n=27)		Adult Child (n=47)	
	f*	%	f*	%	f*	%
<u>Length of Time Adult Child in Home Since Returned</u>						
Less than 1 Year	--	--	--	--	16	34.0
1 Year	--	--	--	--	10	21.2
2 Years	--	--	--	--	2	4.2
3 Years	--	--	--	--	3	6.3
5 Years	--	--	--	--	1	2.1
6 Years	--	--	--	--	1	2.1
11 Years	--	--	--	--	1	2.1
<u>Adult Children Never Leaving Home</u>						
					13	28.9
<u>Other Children Who Have Returned Home in The Past</u>						
Yes	16	37.2	9	34.6	--	--
No	27	62.8	17	65.4	--	--
<u>Parent Returned to Their Parents' Home as an Adult</u>						
Yes	12	27.3	9	33.3	--	--
No	32	72.7	18	66.7	--	--
<u>Type of Arrangement with Adult Child</u>						
Temporary (less than one year)	13	31.0	9	33.3	12	26.7
Long-Term (more than one year)	14	33.3	8	29.6	16	35.6
Permanent	6	14.3	2	7.4	3	6.7
Not Sure	9	21.4	8	29.6	14	31.1
<u>Satisfaction with Living Arrangement</u>						
Extremely Satisfied	13	30.3	7	29.9	15	33.3
Generally Satisfied	20	40.8	15	55.6	21	46.7
Neither Satisfied nor Dissatisfied	7	16.3	3	11.1	4	8.9
Generally Dissatisfied	3	7.0	2	4.1	3	6.7
Extremely Dissatisfied	0	0.0	0	0.0	2	4.4
<u>Agreement Between Parents and Adult Child About Length of Living Arrangement</u>						
Yes	2	4.4	2	7.4	3	6.8
No	33	67.3	17	63.0	31	70.5

TABLE XII (Continued)

Variable	Mother (n=47)		Father (n=27)		Adult Child (n=47)	
	f*	%	f*	%	f*	%
<u>Advantages of Adult Child Living at Home</u>						
Companionship	11	20.0	4	13.8	--	--
Help with Chores	11	20.0	6	20.7	--	--
Financial Benefits	5	9.1	2	6.9	--	--
Benefits to Parents	11	20.0	8	27.6	--	--
Relationship with Child	16	29.1	8	27.6	--	--
<u>Disadvantages of Adult Child Living at Home</u>						
Added Expense	8	15.7	4	18.2	--	--
More Chores	5	9.8	4	18.2	--	--
Lack of Privacy	9	17.6	3	13.6	--	--
No Disadvantages	6	11.8	4	18.2	--	--
Living Space Strained	8	15.7	3	13.6	--	--
Family Conflict	8	15.7	3	13.6	--	--
Over-Involvement in Child's Life	7	13.7	1	4.5	--	--
<u>Advantages of Living with Parents</u>						
Financial Benefits	--	--	--	--	31	51.7
Closer Family Relations	--	--	--	--	17	28.3
Fewer Chores	--	--	--	--	8	13.3
Miscellaneous**	--	--	--	--	4	6.7
<u>Disadvantages of Living with Parents</u>						
Lack of Privacy	--	--	--	--	16	28.6
Loss of Independence	--	--	--	--	18	32.1
Loss of Lifestyle Choice	--	--	--	--	10	17.9
Family Conflict	--	--	--	--	3	5.4
Miscellaneous**	--	--	--	--	9	16.1
<u>Reasons Child Never Moved</u>						
Unemployed	2	4.1	2	4.1	2	4.1
Doesn't Earn Enough Money	5	10.2	4	8.2	6	12.2
Cannot Pay Rent	5	10.2	3	6.1	7	14.3
Parents Need Financial Help	1	2.0	0	0.0	3	6.1
Parent is Ill	0	0.0	0	0.0	1	2.0
Adult Child is Ill	1	2.0	0	0.0	0	0.0
Adult Child Prefers Parents' Home	6	12.2	4	8.2	8	16.3
Parent Prefers Child to Remain in Home	4	8.2	4	8.2	2	4.1
Parents Would be Lonely	2	4.1	2	4.1	4	8.2

TABLE XII (Continued)

Variable	Mother (n=47)		Father (n=27)		Adult Child (n=47)	
	f*	%	f*	%	f*	%
Adult Child Needs						
Parents Care	1	2.0	0	0.0	0	0.0
Mental/Emotional Problems of Adult Child	0	0.0	0	0.0	0	0.0
Adult Child is Mentally Retarded	0	0.0	0	0.0	0	0.0
Parents Can Give Adult Child a Better Lifestyle	3	6.1	0	0.0	4	8.2
Afraid to be on Own	0	0.0	0	0.0	2	4.1
Parents and Adult Child Care for Each Other	0	0.0	0	0.0	8	16.3
Feel Secure with Parents	0	0.0	0	0.0	7	14.3
<u>Reasons Adult Child Returned to Parents' Home</u>						
To Go To College	13	26.5	5	10.2	10	20.3
Didn't Like Responsibility	5	10.2	2	4.1	4	8.2
Didn't Earn Enough Money	15	30.6	7	14.3	12	24.4
Couldn't Afford Rent	10	20.4	5	27.8	9	18.3
Couldn't Find a Job	0	0.0	0	0.0	5	10.2
Lost Job	6	12.2	2	4.1	4	8.2
Divorced	9	18.4	6	12.2	9	18.3
Separated	4	8.2	1	2.0	3	6.1
Needed Help with His/Her Child	5	10.2	2	4.1	3	6.1
Pregnant	1	2.0	0	0.0	0	0.0
Adult Child was Ill	0	0.0	0	0.0	0	0.0
Parent was Ill	1	2.0	0	0.0	1	2.0
Parent had Emotional/Mental Problems	0	0.0	1	2.0	0	0.0
Drug Problem	2	4.1	1	2.0	0	0.0
Alcohol Problem	2	4.1	1	2.0	0	0.0
To Have a Better Lifestyle	7	14.3	3	6.1	5	10.1
Missed Parents	2	4.1	0	0.0	3	6.1
Missed Siblings	0	0.0	0	0.0	1	2.0
Afraid Living on Own	1	2.0	1	2.0	0	0.0
Had Physical Problems	1	2.0	0	0.0	0	0.0
Had Mental/Emotional Problems	2	4.1	2	4.1	0	0.0
Parents Needed Help	1	2.0	1	2.0	2	4.1
Parents Pressured	0	0.0	0	0.0	1	2.0
Other***	2	4.1	1	2.0	10	20.3

TABLE XII (Continued)

Variable	<u>Mother (n=47)</u>		<u>Father (n=27)</u>		<u>Adult Child (n=47)</u>	
	f*	%	f*	%	f*	%
<u>Mutual Expectations of Parent and Adult Child</u>						
Follow Rules	33	73.3	20	80.0	31	68.9
Know Adult Child's Schedule	18	40.0	9	36.0	11	24.4
Abide by Curfew	1	2.2	0	0.0	23	51.1
Self-Responsibility	39	86.7	24	96.0	35	77.8
Respect Parents' Role	38	84.4	22	88.0	31	68.9
Relate as an Adult	34	75.6	19	76.0	--	--
Be Grateful for Parents' Help	21	46.7	13	52.0	25	55.6
Get Permission Before Entertaining Friends	7	15.6	7	28.0	11	22.4
Contribute Money	13	28.9	6	24.0	16	35.6
Pay Rent	1	2.2	2	8.0	4	8.9
Pay for Food	5	11.1	4	16.0	11	24.4
Share Chores	29	64.4	18	72.0	30	66.7
Do Own Laundry	14	31.1	10	40.0	19	42.2
Help Prepare Meals	18	40.0	10	40.0	17	37.8
Other***	2	4.3	1	3.7	5	11.61
<u>Parents are Responsible for Supplying Adult Child's Basic Needs</u>						
Strongly Agree	10	23.3	4	15.0	4	9.3
Agree	17	39.5	13	50.0	17	39.5
Disagree	14	32.6	6	23.0	17	39.5
Strongly Disagree	2	4.7	3	11.0	5	11.6

*Difference is due to missing values

**See Appendix J

***See Appendix K

parents' home. The adult child's living arrangement with parents was described by 27 percent of the sample as temporary (less than one year) and 33 percent described the arrangement as long-term (more than one year). Of the sample, 27.36 percent were not sure how long the living arrangement would continue. Only six percent of the sample reported any agreement between adult child and parents regarding the living arrangement. Family members seemed to be either generally satisfied or extremely satisfied with their living arrangement together.

A variety of responses were given for reasons for the adult child returning home. The reasons given most often by mothers were that their child does not earn enough money to live independently, or their adult child is returning to college. Fathers reported most often that their adult child cannot afford to pay rent, or does not earn enough money to live independently. Adult children reported they returned to their parents' home because they do not earn enough money to live independently, cannot afford to pay rent, and are returning to college. Parents and adult children generally agreed on the reasons for the adult child living in the parental home.

Of the sample families with adult child members who had never moved from the parental home, mothers reported most often that their adult child has never moved because their adult child prefers to remain at home, they do not earn enough money to live independently, and they cannot afford

to pay rent. Fathers reported that never-moving adult children have not moved because they do not earn enough money to live independently, parents prefer them to remain in the parental home, and their adult child prefers living with their parents. Adult children reported they have never moved because they cannot afford to pay rent, they prefer to remain in the home of their parents, and they help care for their parents and their parents help care for them. The adult child's preference to remain in the parental home appears to be the predominant reason for their not living independently away from parents, although financial reasons were also identified.

There were no clear-cut advantages of adult children living at home, as reported by parents. Fifty-one percent of adult children perceived financial benefits to them to be an advantage of living with parents. Financial benefits to parents was by far the least advantage mentioned by parents. There were no predominant disadvantages of the adult child living at home, which was reported by parents. Lack of privacy and loss of independence were reported most often by adult children to be the disadvantages of living with their parents.

There was agreement among mothers, fathers, and adult children on their mutual expectations. Mothers, fathers, and adult children agreed that the adult child should follow the rules for the home as set down by parents, that the adult child should be responsible for him/herself, respect

the parents' role, yet relate to them as another adult, and share in household chores. Fifty-one percent of adult children expected to abide by a curfew, while parents did not expect this behavior. Thirty percent of the total sample expected adult children to contribute money to the household, but only four percent expected the adult child to pay rent, and only 16 percent expected the adult to pay for food.

Cohesion and Adaptability

Family members participating in this study were compared to Olson, McCubbin et al. (1983) adult sample of 2,453 persons on levels of cohesion and adaptability on FACES. Table XIII summarizes mean scores on cohesion and adaptability and levels of each dimension for adult child family members and the normative adult sample. Figures 5, 6, 7, and 8 show scores for the dimensions of cohesion and adaptability on the Circumplex Model for each family member participating in the study.

The normative mean for cohesion was 39.8 (Olson, McCubbin et al., 1985, p. 25) and for this sample, for fathers, the mean was 34.8; for mothers, 35.46; and adult children, 34.4. The mean score on cohesion for adult child family members is lower than that of the normative sample. The normative mean for adaptability was 24.1 (Olson, McCubbin et al., 1985, p. 25), and for this sample, the mean score for fathers was 28.45; for mothers, 29; and for adult

TABLE XIII
LEVEL OF COHESION AND ADAPTABILITY
BY FAMILY MEMBER

Variable and Level	Mother (n=47)		Father (n=27)		Adult Child (n=47)		Normative Adult Sample* (n=2453)	
	Range	\bar{x}	Range	\bar{x}	Range	\bar{x}	Range	\bar{x}
<u>COHESION</u>								
Disengaged	18-34	19.1	19-34	18.5	18-34	38.3	10-34	16.3
Separated	35-40	40.4	35-40	48.1	35-40	36.2	35-40	33.8
Connected	41-45	25.5	41-45	25.9	41-45	14.9	41-45	36.3
Enmeshed	46-50	14.9	48-50	7.4	46-48	10.6	46-50	13.6
<u>ADAPTABILITY</u>								
Rigid	15-19	17.4	17-19	11.1	13-19	31.9	10-19	16.3
Structured	20-23	30.4	20-24	37.0	21-24	27.7	20-24	38.3
Flexible	25-28	19.6	26-28	25.9	25-28	25.5	25-28	29.4
Chaotic	29-40	32.6	29-33	25.9	29-41	14.9	29-50	16.0

*From Olson, D. et al., Family Inventories. St. Paul: Family Social Science, University of Minnesota, 1985, p. 25.

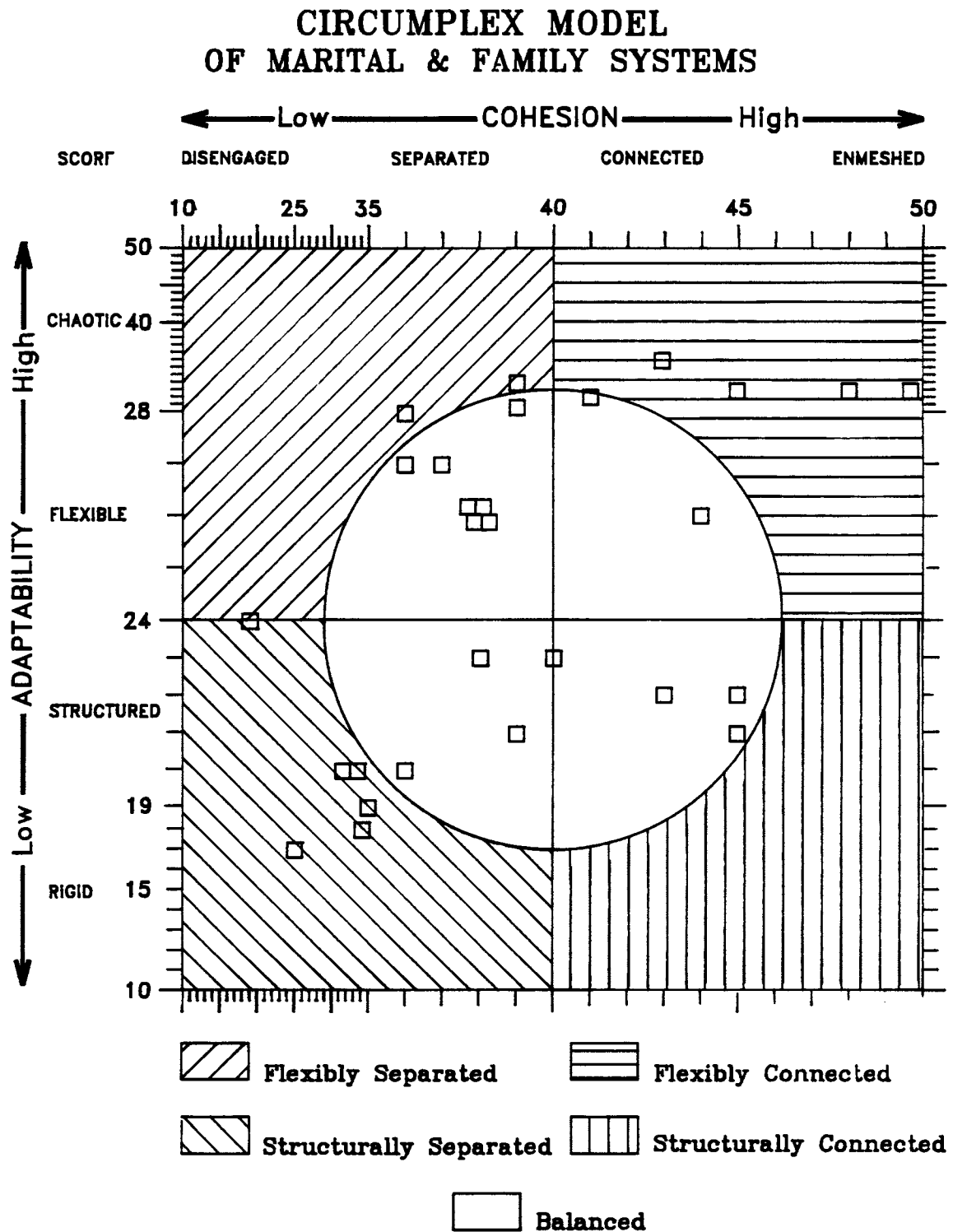


Figure 5. Circumplex Model with Location of Sample Fathers

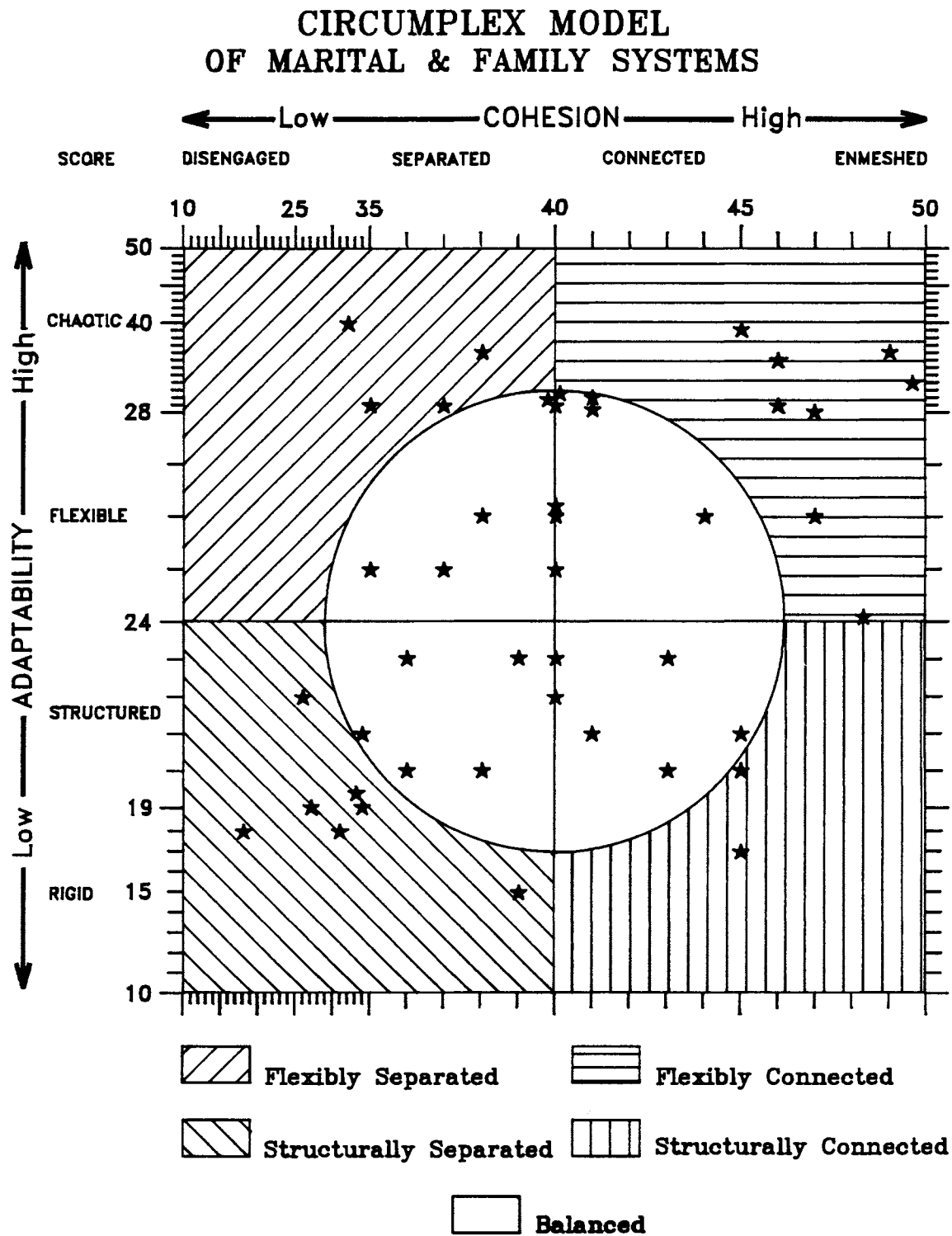


Figure 6. Circumplex Model with Location of Sample Mothers

CIRCUMPLEX MODEL OF MARITAL & FAMILY SYSTEMS

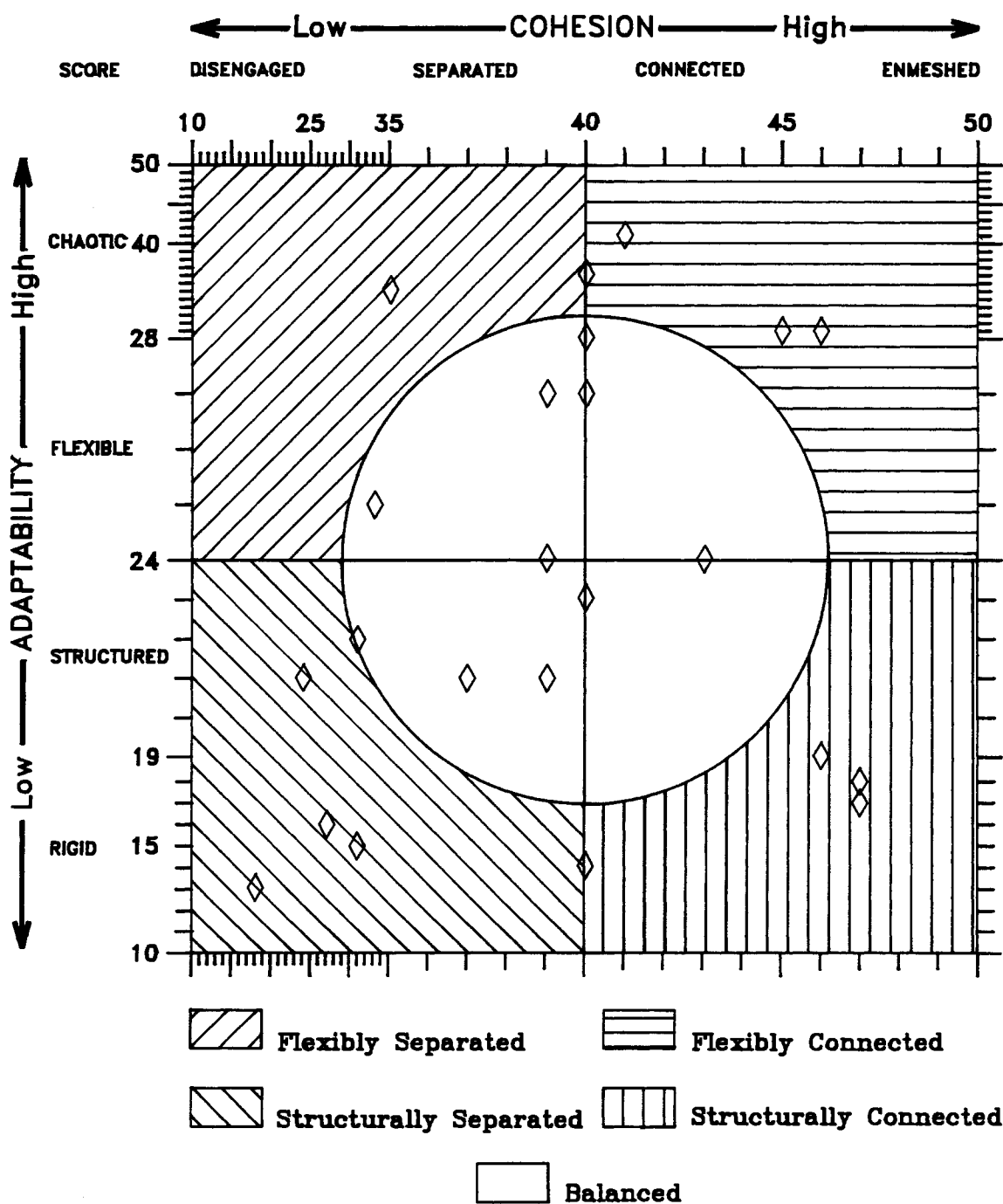


Figure 7. Circumplex Model with Location of Sample Adult Child Daughters

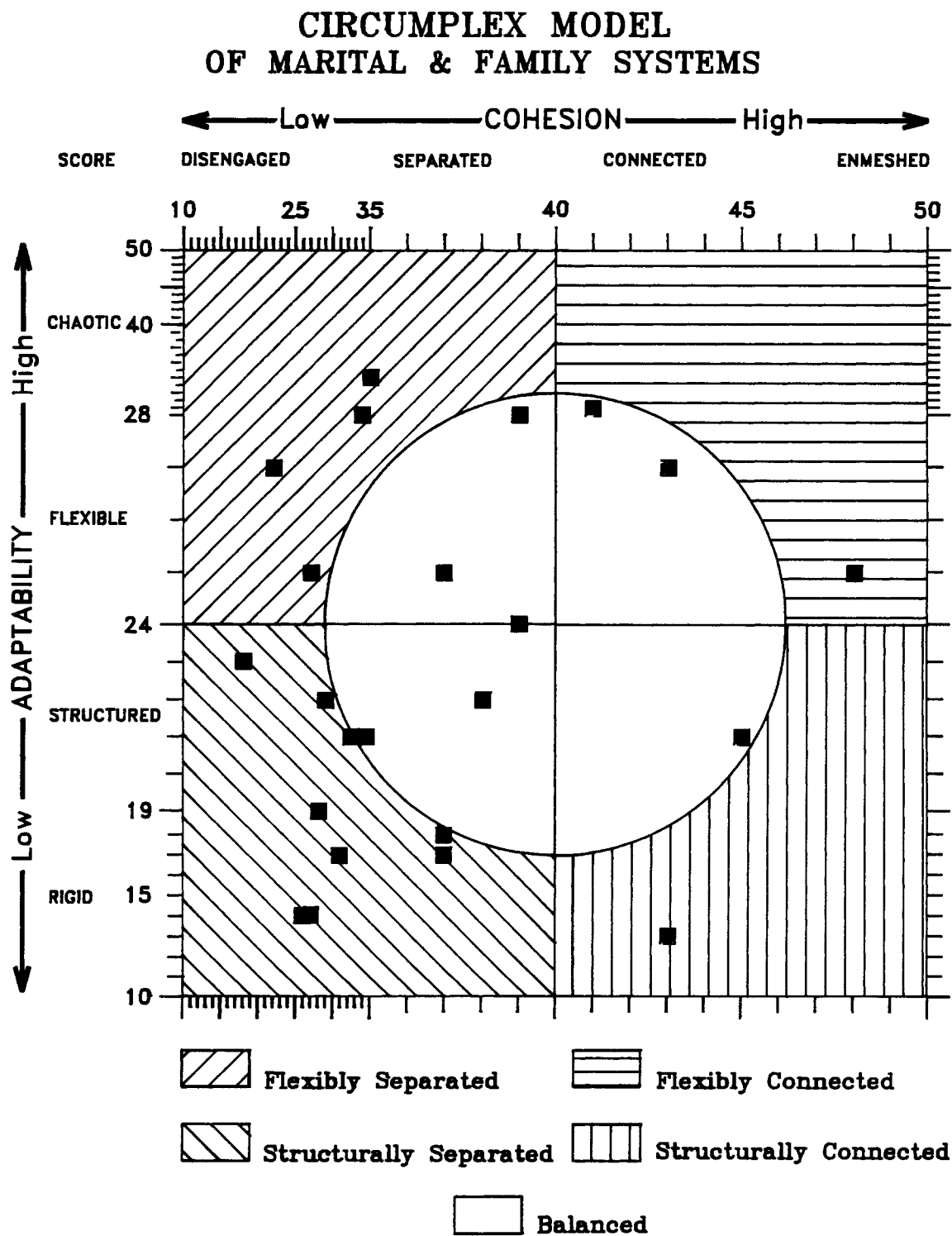


Figure 8. Circumplex Model with Location of Sample Adult Child Sons

children, 27. The mean score on adaptability for this sample is higher than that of the normative sample. Adult child family members in this study perceive their families to be somewhat less connected and more able to change than did the normative adult sample, although the means do not vary greatly between the samples.

For levels of cohesion, mothers and fathers scored similarly to the normative adult sample. The highest percentage of mothers and fathers in this sample were represented in the separated level of cohesion, which indicates a balanced level of cohesion. For the normative sample, the highest percentage was represented in the connected category, which also indicates balanced family cohesion. The adult child sample perceived their family most often to be in the disengaged or separated levels of cohesion. Adult children saw their family as less cohesive than mothers or fathers, with mothers perceiving family cohesiveness the highest of all members.

On the adaptability dimension, mothers and fathers in this sample least often perceived their family to be rigid (extreme low level), while the largest percentage of adult children in the sample perceived their family to be rigid. Mothers perceived their family most often to be chaotic (extreme high level), while adult children least often perceived their family as chaotic. Fathers perceived their family most often to be structured (balanced). The normative sample of adults perceived most often their family

as structured (balanced), while the smallest percentage of the normative sample perceived their family to be chaotic. Mothers and adult children differed greatly on their perception of level of family adaptability.

Of the normative sample of adults, 70 percent perceived their family to be balanced on level of family cohesion (separated or connected), and 68 percent perceived a balanced level of family adaptability (structured or flexible). Of the adult child family sample, 66 percent of mothers, 73 percent of fathers and 51 percent of adult children perceived their family as balanced on family cohesion. On the family adaptability dimension, 50 percent of mothers, 63 percent of fathers, and 53 percent of adult children perceived their family to be balanced. Adult children perceived as often their family to be extremely low on family cohesion and family adaptability as they did to be balanced on these dimensions. Mothers and fathers tended to see their family as extremely high on adaptability (chaotic), while adult children did not.

Family Type

Family members in the study sample were classified into family system type, using the balanced area and quadrants on the Circumplex Model (see Figure 9). This sample was a "normal" "non-problem" sample, and the extreme family types were not examined since "normal" families have been found by Olson, McCubbin et al. (1983) to be infrequently classified

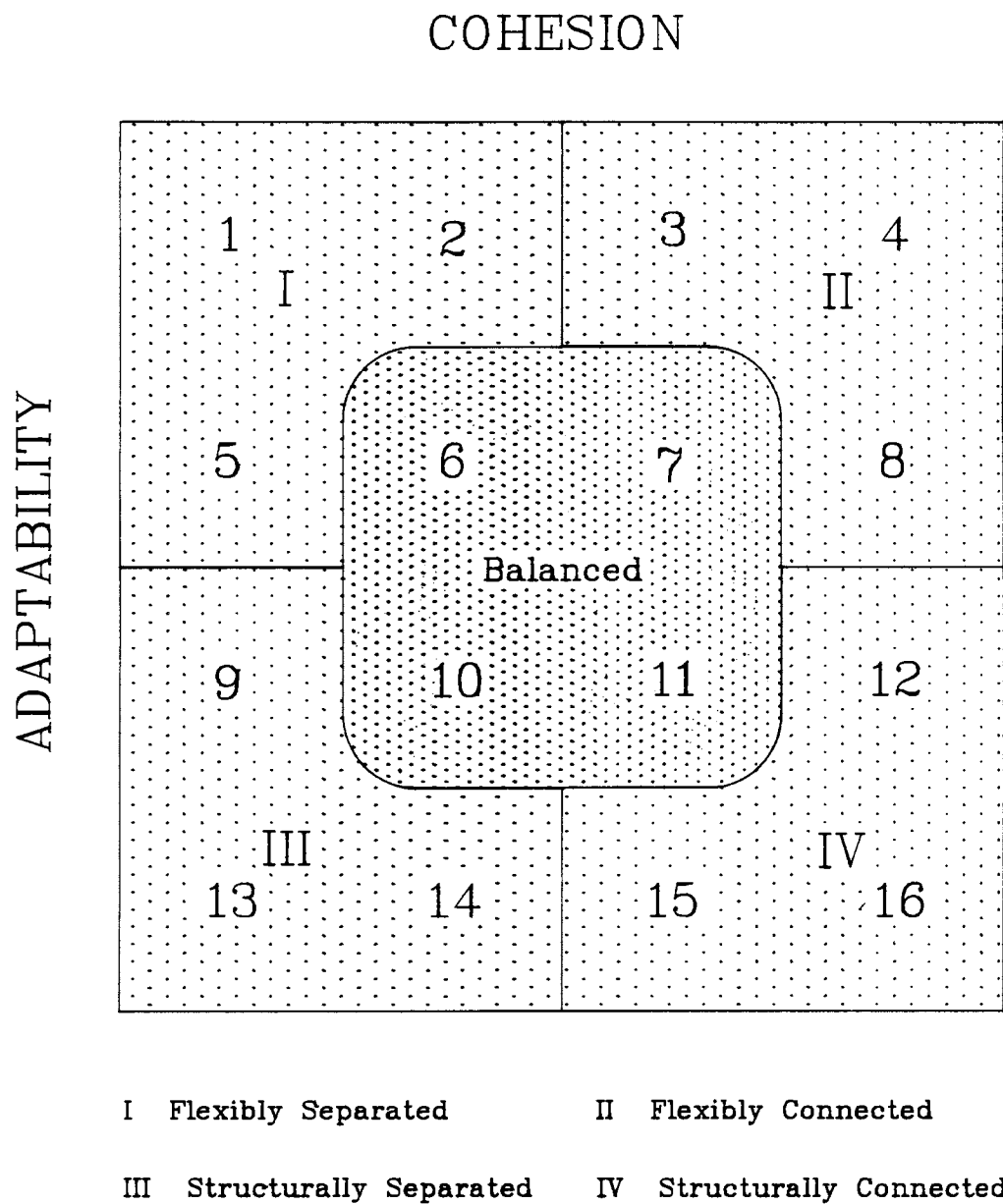


Figure 9. Circumplex Model Family System Types (Balanced and Quadrants)

From Olson, D. et al., Family Inventories, St. Paul, Family Social Science, University of Minnesota, 1985.

in the extreme types. There is a question as to whether "normal" families really represent extreme family types. Olson, McCubbin et al. (1983) contend that if "normal" families were compared to problem families, they would probably more accurately be labeled as Mid-Range types rather than Extreme. Including the extreme types in the classification of this sample could result in an inaccurate picture of adult child families, and the classification of families into the more balanced types still provides insight into family structure based on the dimensions of family cohesion and adaptability.

Table XIV is a summary of Circumplex family type by family member and Figure 10 shows sample family members and family type on the Circumplex Model. Thirty-eight percent of mothers, 51 percent of fathers, and 30 percent of adult children in this sample were classified into the Balanced family type, based on their scores on the dimensions of cohesion and adaptability. The Balanced family type is hypothesized to be most functional. Thirty-four percent of adult children were classified in the Structurally Separated type, which describes a family with higher levels of adaptability and cohesion than the Balanced type. No fathers and a small percentage of mothers and adult children were classified in the Structurally Connected type.

Analysis of Research Questions

Methods of analysis used to examine the research

TABLE XIV
CIRCUMPLEX FAMILY TYPE BY FAMILY MEMBER

Family Type	Mother (n=46)		Father (n=27)		Adult Child (n=47)	
	f	z	f	z	f	z
Flexibly Separated	7	15.2	2	7.4	8	17.0
Flexibly Connected	10	20.4	5	18.5	5	10.6
Structurally Separated	8	16.3	6	22.2	16	34.0
Structurally Connected	2	4.1	0	0.0	4	8.5
Balanced	19	38.8	14	51.9	14	29.8

CIRCUMPLEX MODEL OF MARITAL & FAMILY SYSTEMS

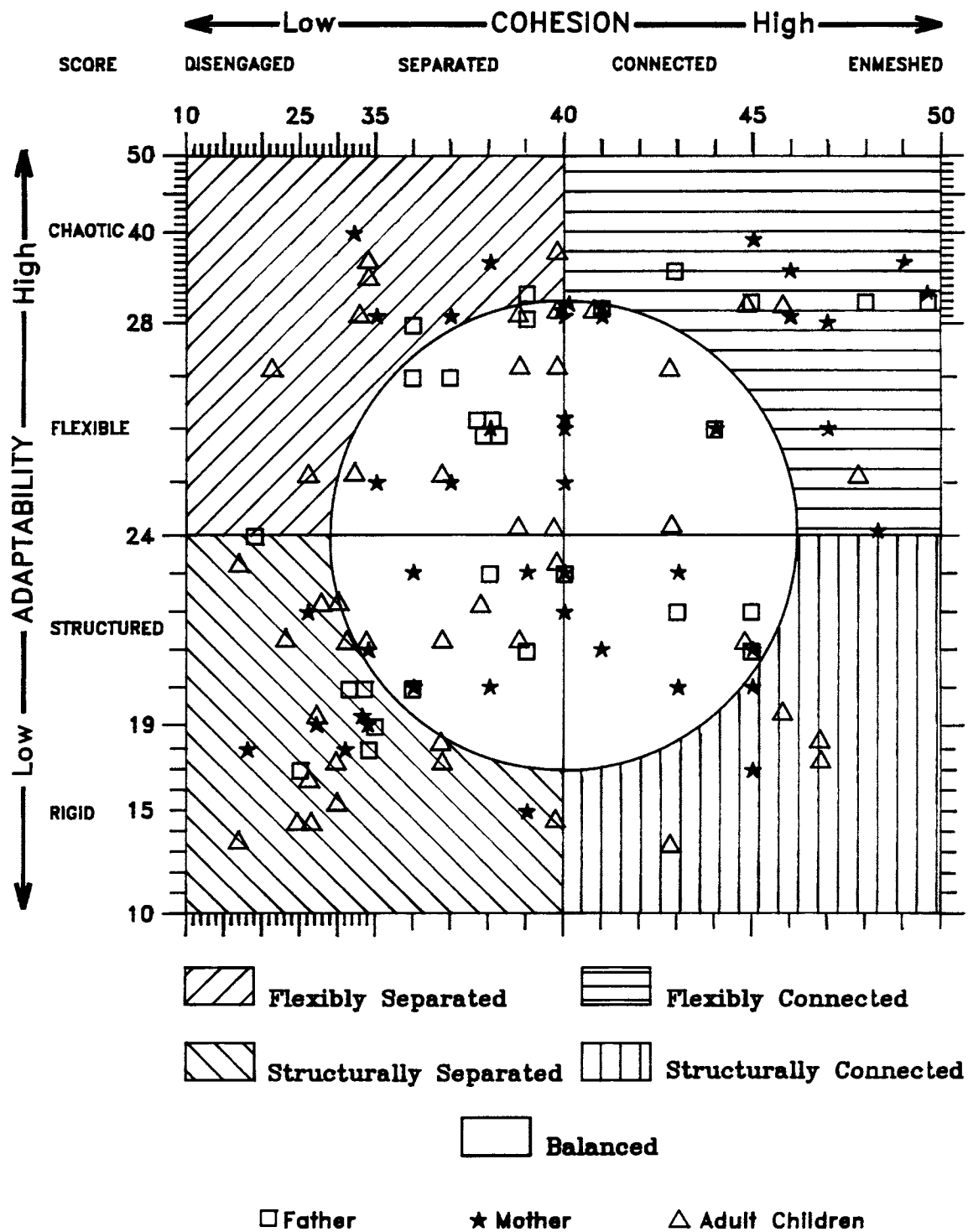


Figure 10. Circumplex Model with Location of Sample Family Members

hypotheses for the present study were one-way analysis of variance, Tukey-HSD, and chi-square. This section will examine the seven research hypotheses formulated for the purpose of the present study.

Individual System Characteristics and Level of Cohesion

Hypothesis I: The four levels of family cohesion based on scores from FACES will be significantly related to scores on five measures of individual system characteristics. The scales are: Locus of Control Scale, Self-Esteem Scale, Independence Scale, Authoritarianism Scale, and Nurturance Scale.

Family cohesion is defined as "the emotional bonding that family members have toward one another" (Olson, McCubbin et al., 1985, p. 3). Concepts used to assess the degree of cohesion in a family are emotional bonding, boundaries, coalitions, time, space, friends, decision-making, interests and recreation. Within the Circumplex Model, there are four levels of family cohesion, ranging from extreme low cohesion to extreme high cohesion. These levels are disengaged, separated, connected, and enmeshed. The two moderate or balanced levels of cohesion are separated and connected. The balanced levels of cohesion are hypothesized to be most viable for healthy family functioning and that the family will deal more effectively with situational stress and developmental

change than will extreme families. The extreme areas are seen as potentially problematic for couples and families over time (Olson, McCubbin et al., 1985). An assumption is that too little or too much cohesion may be less functional to the family system. It is recognized within the Model that extreme types tend to function well as long as all the family members like it that way (Olson et al., 1982, 1983).

One-way analysis of variance was used to compare mean scores on individual system characteristic scales and level of perceived family cohesion on FACES for each family member. Mean scores on the individual system characteristics for fathers, as measured by scales on independence, self-esteem, nurturance, authoritarianism, and locus of control, when compared to level of cohesion, were not significantly different between groups (see Table XV).

A comparison of means scores of mothers on individual system characteristic scales and level of family cohesion, yielded a significant difference between groups for only one scale (see Table XV). A significant difference between groups was found for the Self-Esteem Scale, $F(3, 41) = 3.61, p < .05$. Means on self-esteem for Groups 1 and 3 and 1 and 4 were significantly different. Those mothers perceiving the lowest self-esteem were in the Disengaged Group and they were significantly different from mothers in the Connected and Enmeshed Groups. A higher level of family cohesion for mothers is related to their higher

TABLE XV
LEVEL OF COHESION IN RELATIONSHIP TO INDIVIDUAL
SYSTEM VARIABLES FOR FATHER, MOTHER, AND
ADULT CHILD IN FAMILY (N=121)

Individual System Variable	Group 1	Group 2	Group 3	Group 4	F-Ratio	p	Paired Means Significantly Different					
	<u>Disengaged</u>	<u>Separated</u>	<u>Connected</u>	<u>Enmeshed</u>			Tukey's HSD Method* for Groups					
	<u>M</u>	<u>M</u>	<u>M</u>	<u>M</u>			<u>1&2</u>	<u>1&3</u>	<u>1&4</u>	<u>2&3</u>	<u>2&4</u>	<u>3&4</u>
<u>FATHER</u>												
Independence	16.80	19.61	18.57	23.00	2.2	n.s.	-	-	-	-	-	-
Self-Esteem	23.80	24.76	25.57	29.00	.7	n.s.	-	-	-	-	-	-
Nurturance	18.00	19.46	18.14	23.00	3.3	.03	-	-	-	-	-	-
Authoritarianism	20.40	21.07	19.85	21.00	.2	n.s.	-	-	-	-	-	-
Locus of Control	14.40	16.15	15.57	12.00	1.2	n.s.	-	-	-	-	-	-
<u>MOTHER</u>												
Independence	19.37	18.42	19.00	19.71	.4	n.s.	-	-	-	-	-	-
Self-Esteem	19.37	24.15	25.63	26.85	3.6	.02	-	*	*	-	-	-
Nurturance	19.87	20.78	20.27	19.28	.6	n.s.	-	-	-	-	-	-
Authoritarianism	23.50	21.00	21.45	22.28	.8	n.s.	-	-	-	-	-	-
Locus of Control	16.37	16.31	16.72	17.57	.3	n.s.	-	-	-	-	-	-
<u>ADULT CHILD</u>												
Independence	17.88	19.11	19.57	19.00	.8	n.s.	-	-	-	-	-	-
Self-Esteem	21.22	23.88	26.14	26.00	4.3	.00	-	*	-	-	-	-
Nurturance	17.50	18.76	21.42	22.40	7.7	.00	-	*	*	-	*	-
Authoritarianism	20.05	22.47	23.14	27.00	6.8	.00	-	-	*	-	*	-
Locus of Control	14.50	15.52	15.71	17.40	2.8	.04	-	-	*	-	-	-

* Difference significant beyond .05 level.
- No significant difference.
n.s. = not significant

self-esteem.

Mean scores on individual system variables, when compared to level of family cohesion for adult children revealed significant differences between groups on four variables (see Table XV). Groups 1 and 3 were significantly different on mean scores for self-esteem, $F(3, 43) = 4.30, p < .01$. Adult children who had the lowest mean score for self-esteem were in the Disengaged Group (Group 1) and those with the highest mean score on self-esteem were in the Connected Group (Group 3). Low cohesion in the family is related to lower self-esteem in adult children, while families balanced on cohesion are related to higher self-esteem in adult children. The comparison of scores on the Nurturance Scale and level of cohesion revealed significant differences between Groups 1 and 3, 1 and 4, and 2 and 4, $F(3, 43) = 7.66, p < .01$. The Disengaged Group (Group 1) is less nurturing than the Connected Group (Group 3) and Enmeshed Group (Group 4). The Separated Group (Group 2) is less nurturing than the Enmeshed Group (Group 4). Adult children most nurturing were in the Enmeshed Group, indicating that the Enmeshed Group felt they had more control over their lives. Higher family cohesion is related to higher nurturance. Groups 1 and 4 have significantly different mean scores on the locus of control variable, $F(3, 43) = 2.49, p < .05$. The Disengaged Group (Group 1) and the Enmeshed Group (Group 4) are significantly different. The Disengaged Group scored

significantly lower on locus of control than did the Enmeshed Group. Mean scores of adult children on the authoritarianism variable were significantly different between Groups 1 and 4 and 2 and 4, $F(3, 43) = 6.80$ $p < .001$.

Group 4 has a small n of 5, therefore, caution should be used in interpreting the significance between groups related to adult children's nurturance, authoritarianism and locus of control and level of cohesion.

Individual System Characteristics and Level of Adaptability

Hypothesis II: The four levels of family adaptability based on scores from FACES will be significantly related to scores on five measures of individual system characteristics. The scales are: Locus of Control Scale, Self-Esteem Scale, Independence Scale, Authoritarianism Scale, and Nurturance Scale.

Family adaptability has to do with the extent to which the family system is flexible and able to change (Olson, McCubbin et al., 1985). Family adaptability is the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress. Concepts used to measure the adaptability dimension are family power (assertiveness, control, discipline), negotiation style, role relationships and relationship rules. There are four levels of family adaptability ranging from extreme low

adaptability to extreme high adaptability. The levels of adaptability are rigid, structured, flexible, and chaotic. The two balanced levels are flexible and structured. Balanced levels of adaptability are hypothesized to be most viable for healthy family functioning and the extreme areas are potentially seen as more problematic for couples and families over time. An assumption is that too little or too much adaptability may be less functional to the family system. It is recognized within the Model that extreme types tend to function well as long as all family members like it that way (Olson et al., 1982, 1983).

One-way analysis of variance was used to compare mean scores on individual system characteristic scales and level of perceived family adaptability on FACES for each family member.

For fathers, a significant difference between groups was found for only one variable (see Table XVI). Mean scores on the Independence Scale and level of adaptability were significantly different between groups, $F(3, 22) = 4.68, p < .05$. Groups 1 and 2 and 2 and 4 were significantly different. The Rigid Group, who were most independent among fathers, is significantly different from the Structured Group, who were least independent. The Chaotic Group is higher on independence than the Structured Group. Perceived personal independence of fathers is separated by level of family adaptability. Group 1 of fathers has a small n of 3, and this should be considered in the

TABLE XVI

LEVEL OF ADAPTABILITY IN RELATIONSHIP TO INDIVIDUAL
SYSTEM VARIABLES FOR FATHER, MOTHER, AND
ADULT CHILD IN FAMILY (N=121)

Individual System Variable	Group 1	Group 2	Group 3	Group 4	F-Ratio	p	Paired Means Significantly Different					
	<u>Disengaged</u>	<u>Separated</u>	<u>Connected</u>	<u>Enmeshed</u>			Tukey's HSD Method* for Groups					
	<u>M</u>	<u>M</u>	<u>M</u>	<u>M</u>			<u>1&2</u>	<u>1&3</u>	<u>1&4</u>	<u>2&3</u>	<u>2&4</u>	<u>3&4</u>
<u>FATHER</u>												
Independence	21.66	17.00	19.00	20.66	4.7	.01	*	-	-	-	*	-
Self-Esteem	27.66	24.60	23.00	26.50	1.9	n.s.	-	-	-	-	-	-
Nurturance	19.33	20.00	19.42	18.60	.6	n.s.	-	-	-	-	-	-
Authoritarianism	21.33	21.00	20.14	20.16	.2	n.s.	-	-	-	-	-	-
Locus of Control	16.33	15.30	15.00	16.00	.3	n.s.	-	-	-	-	-	-
<u>MOTHER</u>												
Independence	20.62	16.92	19.55	19.40	3.1	.03	*	-	-	-	-	-
Self-Esteem	20.37	23.53	24.22	26.46	2.6	n.s.	-	-	-	-	-	-
Nurturance	20.37	19.76	20.66	20.40	.2	n.s.	-	-	-	-	-	-
Authoritarianism	21.50	23.15	21.77	20.66	.9	n.s.	-	-	-	-	-	-
Locus of Control	16.00	16.30	16.66	17.20	.8	n.s.	-	-	-	-	-	-
<u>ADULT CHILD</u>												
Independence	18.06	18.30	19.00	20.28	1.0	n.s.	-	-	-	-	-	-
Self-Esteem	22.53	23.07	23.08	26.57	1.8	n.s.	-	-	-	-	-	-
Nurturance	19.00	18.46	18.66	21.00	1.3	n.s.	-	-	-	-	-	-
Authoritarianism	22.13	23.30	20.58	22.57	1.2	n.s.	-	-	-	-	-	-
Locus of Control	15.13	14.92	15.41	16.57	.9	n.s.	-	-	-	-	-	-

*Difference significant beyond .05 level.

-No significant difference.

n.s. = not significant

interpretation of differences between groups.

For mothers in the sample, mean scores between groups were significant for only one variable (see Table XV). Mean scores on the Independence Scale were significantly different when compared to level of adaptability on FACES, $F(3, 41) = 3.10, p < .05$. Groups 1 and 2 were significantly different. The most independent mothers were in the Rigid Group and those least independent were in the Structured Group. Perceived degree of independence separated these two groups; mothers in families with a balanced level of adaptability perceived themselves to be less independent than mothers in families with extreme low adaptability.

Comparison of mean scores on scales measuring individual system characteristics of independence, self-esteem, nurturance, authoritarianism and locus of control and level of adaptability for adult children, revealed no significant difference in means between groups (see Table XVI). The adult child's perception of himself or herself on the individual system variables measured is not related to the perceived adaptability of the family.

Family System Characteristics and Level of Cohesion

Hypothesis III: The four levels of family cohesion based on scores from FACES will be significantly related to scores on four measures of family system characteristics. These scales are: Parent-Adolescent Communication Scale,

Family Satisfaction Scale, FIRM Scale, and Marital Satisfaction Subscale (ENRICH).

Family cohesion is defined as "the emotional bonding that family members have toward one another" (Olson, McCubbin et al., 1985, p. 3). The balanced levels of cohesion are hypothesized to be most viable for healthy family functioning and that the family will deal more effectively with situational stress and developmental change. The extreme areas are seen as potentially more problematic for couples and families over time (Olson, McCubbin et al., 1985). An assumption is that too little or too much cohesion may be less functional to the family system. It is recognized within the Model that extreme types tend to function well as long as all the family members like it that way (Olson et al., 1982, 1983).

One-way analysis of variance was used to compare the mean scores on family system scales and level of perceived family cohesion as measured by FACES, for each family member (see Table XVII).

A significant difference in mean scores on satisfaction with family cohesion was found for fathers, $F(3, 22) = 9.63, p < .001$; mothers, $F(3, 40) = 8.27, p < .001$; and adult children, $F(3, 42) = 16.96, p < .001$. The highest satisfaction with family cohesion for mothers, fathers and adult children was found in the Enmeshed Groups (Group 4), however, there were low n 's in this group, (fathers, $n=2$; mothers, $n=7$; adult children, $n=5$). Least satisfied with

TABLE XVII

LEVEL OF COHESION IN RELATIONSHIP TO FAMILY SYSTEM
VARIABLES FOR FATHER, MOTHER, AND
ADULT CHILD IN FAMILY (N=121)

Family System Variable	Group 1	Group 2	Group 3	Group 4	F-Ratio	p	Paired Means Significantly Different					
	Disengaged M	Separated M	Connected M	Enmeshed M			Tukey's HSD Method* for Groups					
							1&2	1&3	1&4	2&3	2&4	3&4
Father												
Family Satisfaction (Cohesion)	24.20	26.69	33.14	40.00	9.6	.00	-	*	*	*	*	-
Family Satisfaction (Adaptability)	17.00	20.53	24.42	30.00	6.9	.00	-	*	*	-	-	-
Family Satisfaction	41.20	47.23	57.57	70.00	9.3	.00	-	*	*	*	*	-
Esteem and Communication	37.40	44.61	48.00	55.00	9.1	.00	*	*	*	-	*	-
Mastery and Health	29.80	36.15	38.57	51.00	2.1	n.s.	-	-	-	-	-	-
Financial Well-Being	20.80	15.61	22.28	21.00	3.8	.02	-	-	-	*	-	-
Extended Family Social Support	13.20	14.46	17.71	16.00	2.6	n.s.	-	-	-	-	-	-
Social Desirability	19.80	20.53	22.00	25.50	1.1	n.s.	-	-	-	-	-	-
Family Resources for Management	101.20	110.84	126.57	143.00	5.3	.00	-	*	*	-	-	-
Open Parent-Adolescent Communication	29.20	35.46	37.71	47.50	3.1	.04	-	-	*	-	-	-
Problems Parent-Adolescent Communication	32.20	32.61	35.28	41.50	2.3	n.s.	-	-	-	-	-	-
Parent-Adolescent Communication	61.40	68.07	73.00	89.00	3.3	.03	-	-	*	-	-	-
Marital Satisfaction	37.20	33.66	40.42	46.00	1.3	n.s.	-	-	-	-	-	-
Mother												
Family Satisfaction (Cohesion)	22.00	27.55	30.25	33.00	8.7	.00	*	*	*	-	*	-
Family Satisfaction (Adaptability)	16.60	20.83	22.33	23.28	4.8	.00	-	*	*	-	-	-
Family Satisfaction	39.85	48.38	52.58	56.28	6.8	.00	-	*	*	-	-	-
Esteem and Communication	42.88	45.68	48.00	50.85	2.9	.04	-	-	*	-	-	-
Mastery and Health	24.55	33.47	38.16	42.42	6.1	.00	-	*	*	-	-	-
Financial Well-Being	16.85	17.77	20.00	21.00	1.1	n.s.	-	-	-	-	-	-
Extended Family Social Support	12.42	14.22	17.16	17.85	5.1	.00	-	*	*	-	-	-
Social Desirability	15.66	20.89	23.58	23.28	6.6	.00	*	*	*	-	-	-
Family Resources for Management	96.00	110.83	123.33	132.14	7.7	.00	-	*	*	-	*	-
Open Parent-Adolescent Communication	35.55	39.10	41.66	44.14	3.0	.03	-	-	*	-	-	-
Problems Parent-Adolescent Communication	25.88	34.68	35.00	38.00	6.4	.00	*	*	*	-	-	-
Parent-Adolescent Communication	61.44	73.78	76.66	82.14	6.0	.00	*	*	*	-	-	-
Marital Satisfaction	37.60	38.33	40.11	42.42	.8	n.s.	-	-	-	-	-	-

TABLE XVII (Continued)

Family System Variable	Group 1	Group 2	Group 3	Group 4	F-Ratio	p	Paired Means Significantly Different					
	<u>Disengaged</u> M	<u>Separated</u> M	<u>Connected</u> M	<u>Enmeshed</u> M			Tukey's HSD Method* for Groups					
							1&2	1&3	1&4	2&3	2&4	3&4
Adult Child												
Family Satisfaction (Cohesion)	23.77	27.94	33.57	35.50	16.9	.00	*	*	*	*	*	-
Family Satisfaction (Adaptability)	16.38	20.88	24.85	25.25	18.4	.00	*	*	*	*	-	-
Family Satisfaction	40.11	48.82	58.42	60.75	19.9	.00	*	*	*	*	*	-
Esteem and Communication	38.05	45.37	45.28	48.20	10.3	.00	*	*	*	-	-	-
Mastery and Health	30.83	36.06	37.00	44.20	4.4	.00	-	-	*	-	-	-
Financial Well-Being	18.33	17.37	16.14	22.00	1.6	n.s.	-	-	-	-	-	-
Extended Family Social Support	12.83	15.05	15.71	18.00	3.3	.02	-	-	*	-	-	-
Social Desirability	18.22	21.43	20.85	24.80	4.0	.01	-	-	*	-	-	-
Family Resources for Management	100.05	113.56	114.14	132.40	70.3	.00	-	-	*	-	-	-
Open Father-Adolescent Communication	29.61	36.64	39.00	41.60	5.5	.00	*	*	*	-	-	-
Open Mother-Adolescent Communication	34.11	40.94	45.57	45.60	8.4	.00	*	*	*	-	-	-
Problem Father-Adolescent Communication	27.30	34.07	39.20	41.80	5.9	.00	-	*	*	-	-	-
Problem Mother-Adolescent Communication	28.55	35.05	39.14	42.60	7.7	.00	*	*	*	-	-	-
Adolescent-Father Communication	56.92	70.71	78.20	83.40	8.8	.00	*	*	*	-	-	-
Adolescent-Mother Communication	62.66	76.00	84.71	88.20	10.3	.00	*	*	*	-	-	-

*Difference significant beyond .05 level.

-No significant difference.

n.s. = not significant

family cohesion was the Disengaged Group (Group 1). Groups found to be significantly different for fathers, mothers, and adult children on satisfaction with family cohesion were Groups 1 and 3, 1 and 4, 2 and 3, and 2 and 4. Family members perceiving their family to be disengaged (extreme low cohesion) were least satisfied with their family's cohesion, while family members perceiving greater cohesion were more satisfied. Mothers and adult children had mean scores significantly different between Groups 1 and 2. The Disengaged Group had less satisfaction with family cohesion than the Separated Group. For fathers and adult children, mean scores are significantly different between Groups 2 and 3. The Separated Group had less satisfaction with family cohesion than did the Connected Group. Lower levels of family cohesion are related to less satisfaction with family cohesion for fathers, mothers, and adult children.

On the adaptability dimension of family satisfaction, means were found to be significantly different between groups for fathers, $F(3, 22) = 6.97, p < .01$; mothers, $F(3, 38) = p < .01$; and adult children, $F(3, 42) = 18.41, p < .001$. Significantly different means were found between Groups 1 and 3 and 1 and 4 for fathers, mothers, and adult children. Disengaged groups were significantly different from Connected and Enmeshed groups on satisfaction with family adaptability. Those family members least satisfied with their family's adaptability were in the Disengaged Group and most satisfied were in the Enmeshed Group. The lower

the amount of cohesion, the less satisfied family members appear to be with their family's adaptability. Group means significantly different on satisfaction with family adaptability for adult children only were Groups 1 and 2 and 2 and 3. The Separated Group had higher satisfaction with family adaptability than the Disengaged Group, but lower satisfaction than the Connected Group. A higher level of family cohesion is related to adult children's greater satisfaction with family adaptability.

On the total Family Satisfaction Scale, which combines the variables of family cohesion and family adaptability, and is used for interpreting degree of family satisfaction, a significant difference was found between groups for mean scores for fathers, $F(3, 22) = 9.28, p < .001$; mothers, $F(3, 40) = 6.84, p < .001$; and adult children, $F(3, 42) = 19.93, p < .001$. Groups 1 and 3, 1 and 4, and 2 and 3 were found to have means significantly different on family satisfaction for fathers, mothers, and adult children. Family members who perceived their family to be disengaged were least satisfied with their family. Family satisfaction mean scores were significantly different between the Disengaged Group and the Connected and Enmeshed Groups, both of which are higher on family cohesiveness than the Disengaged Group. Mean scores between Groups 2 and 3 and 2 and 4 were significantly different for fathers and adult children, but not for mothers. Separated Groups were significantly different from Connected and Enmeshed Groups on family

satisfaction. Higher family satisfaction for fathers, mothers, and adult children is related to a higher level of family cohesion.

The subscale measuring esteem and communication on FIRM showed mean scores significantly different between groups for fathers, $F(3, 23) = 9.10, p < .001$; mothers, $F(3, 43) = 2.95, p < .05$; and adult children, $F(3, 42) = 10.31, p < .001$. The two groups extreme on cohesion (1 and 4) were significantly different for mothers, fathers, and adult children. Family members in disengaged families perceived the lowest esteem and communication in their family, while family members in enmeshed families perceived the most esteem and communication in their family. Mean scores on esteem and communication were significantly different between Groups 1 and 2 and 1 and 3 for fathers and adult children, but not for mothers. The Disengaged Group perceived esteem and communication less of a family resource than the Separated or Connected Groups, which are both balanced on amount of family cohesion. For fathers only, Groups 2 and 4 were significantly different on mean scores for esteem and communication. Fathers in separated families, perceived their family's esteem and communication to be less of a resource than those in enmeshed families. Higher levels of cohesion are associated with the perception of esteem and communication as more of a resource to the family than to families with lower cohesion.

A comparison of mean scores on family mastery and health as a family resource and level of family cohesion revealed significantly different paired means for mothers and adult children, but not for fathers; mothers, $F(3, 43) = 6.13$, $p < .01$; and adult children, $F(3, 42) = 4.36$, $p < .01$. Means for Groups 1 and 4 were significantly different for mothers and adult children. The Disengaged Group perceived mastery and health to be less of a family resource than the Enmeshed Group. A significant difference in mean scores was found between Groups 1 and 3 for mothers only. The Disengaged Group of mothers perceived less mastery and health in the family than the Connected Group. Higher cohesion is related to mother's and adult children's perception of mastery and health as a resource to the family.

On the Financial Well-Being Subscale of the FIRM Scale, a significant difference between groups on mean scores was found for fathers, $F(3, 22) = 3.85$, $p < .05$, but not for mothers or adult children. Groups 2 and 3 were significantly different. Those fathers with the lowest mean score on financial well-being were in the Separated Group (Group 2), while those fathers with the highest mean score on financial well-being were in the Connected Group (Group 3). Both groups represent a balanced or moderate level of cohesion, yet they are the groups most and least satisfied with their family's financial well-being.

On the FIRM subscale of Extended Family Social Support,

significant differences in mean scores were found between groups for mothers, $F(3, 40) = 5.09, p < .01$ and adult children, $F(3, 43) = 3.35, p < .05$. No significant difference in mean scores between groups was found for fathers. Groups 1 and 3 and 1 and 4 were significantly different for mothers and adult children. Group 1 (Disengaged) perceived extended family social support to be less of a family resource than did Group 3 (Connected) and Group 4 (Enmeshed), who perceived to a greater degree extended family social support available to the family as a resource. Those mothers and adult children who perceived their family as more cohesive, also perceived more extended family social support available to the family as a resource.

The total scale score for FIRM is used for interpreting resources families perceive to be available to them. Paired mean scores on the total FIRM Scale for fathers, mothers and adult children were significantly different between groups; fathers, $F(3, 22) = 5.25, p < .001$; mothers, $F(3, 40) = 7.70, p < .001$; and adult children, $F(3, 42) = 5.77, p < .001$. Groups 1 and 3 and 1 and 4 for mothers, fathers, and adult children had significantly different mean scores. The Disengaged Group, which perceived the fewest family resources, was significantly different from the Connected and Enmeshed Groups, who perceived more resources available to their family. Mean scores for Groups 2 and 4 were significantly different for mothers

only. Mothers in separated families perceived fewer family resources than did mothers in connected families. Higher family cohesion is related to family member's perception of greater resources for family management.

The Social Desirability Scale, which is included in FIRM, but not a part of scoring FIRM, showed no significance for fathers when mean scores were compared to level of cohesion on FACES. A significant difference between groups was found for mothers, $F(3, 43) = 6.64$, $p < .001$ and adult children, $F(3, 42) = 4.01$, $p < .05$. Mean scores for Groups 1 and 4 were significantly different for mothers and adult children, and also Groups 1 and 2 and 1 and 3 for mothers. The Disengaged Group (Group 1) of mothers and adult children had the lowest mean score, while the group with the highest mean score on social desirability was the Enmeshed Group. Socially desirable responses to scale items by mothers and adult children are more likely to occur if they are in families with higher cohesion. For mothers, the Disengaged Group was also significantly different from the Separated and Connected Groups. A higher level of cohesion is related to the tendency for mothers and adult children to represent their family in a socially desirable way, however, low n 's in these groups should be considered in the interpretation of differences (mothers, $n=7$; adult children, $n=5$).

When compared to level of cohesion, significant differences were found in mean scores for fathers and mothers on

the Open Parent-Adolescent Communication Subscale; fathers, $F(3, 23) = 3.18, p < .05$ and mothers, $F(3, 42) = 3.03, p < .05$. Groups 1 and 4 have significantly different means. Mothers and fathers who perceived the least open communication with their adult child were in the Disengaged Group, while those mothers and fathers perceiving the most openness in communication were in the Enmeshed Group. Only two fathers and seven mothers, however, were represented in the Enmeshed Group, and this should be considered in interpreting the differences between groups.

On the Problems in Parent-Adolescent Communication Sub-Scale, no paired means were significantly different between groups for fathers. For mothers, significant differences were found between groups, $F(3, 43) = 3.04, p < .01$. Groups 1 and 2, 1 and 3, and 1 and 4 were significantly different. The Disengaged Group was significantly different from all other groups. The Disengaged Group (extreme low cohesion) had the lowest mean score on problems in family communication, while the Enmeshed Group (extreme high cohesion) had the highest mean score, indicating fewer problems. The Separated and Connected Groups perceived fewer problems in family communication than the Enmeshed Group. Mothers in enmeshed families had more problems in communication than mothers in families with less cohesion.

For the total scale, which is used for interpreting overall parent-adolescent communication, groups were

significantly different for fathers, $F(3, 23) = 3.32, p < .05$ and mothers, $F(3, 42) = 6.01, p < .05$. Groups 1 and 4 were significantly different for fathers and mothers. These groups represent the extreme levels of family cohesion and mean scores on Parent-Adolescent Communication are clearly different, with Group 1 perceiving poorer family communication than Group 4, which perceives the most positive family communication among the groups. Groups significantly different for mothers, but not for fathers are Groups 1 and 2 and 1 and 3. The Disengaged Group is significantly different from the Separated and Connected Groups, which are both moderate on level of cohesion, as are mean scores on perception of family communication. Families with extreme low family cohesion do not have as positive family communication as families with higher levels of cohesion.

On the Parent-Adolescent Communication Scale, significant differences between groups were found for adult children on the Open Father-Adolescent Communication Sub-scale, $F(3, 33) = 5.50, p < .01$; Open Mother-Adolescent Communication Sub-Scale, $F(3, 43) = 8.44, p < .001$; Problems in Father-Adolescent Communication Sub-Scale, $F(3, 33) = 5.97, p < .001$; Problems in Mother-Adolescent Communication Sub-Scale, $F(3, 43) = 7.68, p < .001$; total Adolescent-Father Communication, $F(3, 33) = 8.84, p < .001$; total Adolescent-Mother Communication, $F(3, 43) = 10.37, p < .001$. Groups 1 and 2 and 1 and 3 and 1 and 4 are significantly different

for all scales and sub-scales, except Groups 1 and 2 are not significantly different for Problems in Father-Adolescent Communication. Adult children in disengaged families perceived less openness in communication with both mother and father and fewer problems in communication with mother than did adult children in separated, connected and enmeshed families. Adult children in disengaged families were least satisfied with overall communication with their mother and father than those in families with higher levels of cohesion.

The mean scores for fathers and mothers on the Marital Satisfaction Scale, when compared to level of cohesion on FACES reveals no significant difference between groups. Level of family cohesion does not appear to be related to satisfaction with one's marriage for this sample.

Family System Characteristics and Level of Adaptability

Hypothesis IV: The four levels of family adaptability based on scores from FACES will be significantly related to scores on four measures of family system interaction. These scales are: Parent-Adolescent Communication Scale, Family Satisfaction Scale, FIRM Scale, and Marital Satisfaction Subscale (ENRICH).

Family adaptability has to do with the extent to which the family system is flexible and able to change (Olson, McCubbin et al., 1985). Family adaptability is the ability

of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress. Balanced levels of adaptability are hypothesized to be most viable for healthy family functioning and the extreme areas are seen as potentially more problematic for couples and families over time. An assumption is that too little or too much adaptability may be less functional to the family system. It is recognized within the model that extreme types tend to function well as long as all family members like it that way (Olson et al., 1982, 1983).

One-way analysis of variance was used to compare mean scores on family system scales and level of perceived family adaptability on FACES for each family member (see Table XVIII).

A significant difference between mean scores was found for fathers on the Esteem and Communication subscale of FIRM, $F(3, 23) = 4.42, p < .05$. Groups 1 and 4 and 3 and 4 were found to be significantly different. Group 1 (Rigid Group) had the lowest mean score on perception of esteem and communication as a resource to the family and Group 4 (Chaotic Group) had the highest mean score. Fathers who perceived their family's adaptability to be extremely low also perceived esteem and communication to be less of a family resource than fathers who perceived family adaptability to be extremely high. Group 1 has a low n ($n = 3$) and this should be considered in the interpretation of

TABLE XVIII
LEVEL OF ADAPTABILITY IN RELATIONSHIP TO FAMILY SYSTEM
VARIABLES FOR FATHER, MOTHER, AND
ADULT CHILD IN FAMILY (N=121)

Family System Variable	Group 1	Group 2	Group 3	Group 4	F-Ratio	p	Paired Means Significantly Different					
	<u>Rigid</u> M	<u>Structured</u> M	<u>Flexible</u> M	<u>Chaotic</u> M			Tukey's HSD Method* for Groups					
							1&2	1&3	1&4	2&3	2&4	3&4
FATHER												
Family Satisfaction (Cohesion)	27.33	28.20	26.28	32.00	1.3	n.s.	-	-	-	-	-	-
Family Satisfaction (Adaptability)	19.00	21.20	19.57	24.50	1.8	n.s.	-	-	-	-	-	-
Family Satisfaction	46.33	49.40	45.85	56.50	1.6	n.s.	-	-	-	-	-	-
Esteem and Communication	38.66	45.00	42.14	50.28	4.4	n.s.	-	-	*	-	-	*
Mastery and Health	37.66	33.00	37.42	39.16	.6	n.s.	-	-	-	-	-	-
Financial Well-Being	21.66	20.10	13.14	21.00	5.3	n.s.	-	*	-	*	-	*
Extended Family Social Support	12.66	14.50	15.57	17.00	1.4	n.s.	-	-	-	-	-	-
Social Desirability	18.33	20.00	21.14	24.00	1.9	n.s.	-	-	-	-	-	-
Family Resources for Management	110.66	112.60	108.28	126.66	1.6	n.s.	-	-	-	-	-	-
Open Parent-Adolescent Communication	31.33	33.20	33.42	43.71	3.9	n.s.	-	-	-	-	-	*
Problems Parent-Adolescent Communication	32.00	32.50	32.00	38.57	3.1	n.s.	-	-	-	-	-	-
Parent-Adolescent Communication	63.33	65.70	65.42	82.28	4.8	n.s.	-	-	-	-	*	*
Marital Satisfaction	42.00	38.20	29.42	41.00	3.1	n.s.	-	-	-	-	-	-
MOTHER												
Family Satisfaction (Cohesion)	24.80	28.07	26.55	30.73	2.1	n.s.	-	-	-	-	-	-
Family Satisfaction (Adaptability)	18.00	21.46	20.11	22.60	2.5	n.s.	-	-	-	-	-	-
Family Satisfaction	42.80	49.71	46.66	53.33	2.5	n.s.	-	-	-	-	-	-
Esteem and Communication	44.62	45.57	45.22	48.80	1.2	n.s.	-	-	-	-	-	-
Mastery and Health	29.25	32.07	35.22	38.86	1.9	n.s.	-	-	-	-	-	-
Financial Well-Being	18.80	18.71	18.22	18.93	.0	n.s.	-	-	-	-	-	-
Extended Family Social Support	14.80	14.42	14.11	17.00	1.7	n.s.	-	-	-	-	-	-
Social Desirability	18.37	20.21	19.88	23.66	2.6	n.s.	-	-	-	-	-	-
Family Resources for Management	106.80	110.78	112.77	123.60	1.6	n.s.	-	-	-	-	-	-
Open Parent-Adolescent Communication	31.75	39.92	41.11	42.73	7.5	n.s.	*	*	*	-	-	-
Problems Parent-Adolescent Communication	24.37	33.78	37.33	36.26	9.2	n.s.	*	*	*	-	-	-
Parent-Adolescent Communication	56.12	73.71	78.44	79.00	12.4	n.s.	*	*	*	-	-	-
Marital Satisfaction	40.33	39.20	37.25	40.75	.4	n.s.	-	-	-	-	-	-

TABLE XVIII (Continued)

Family System Variable	Group 1	Group 2	Group 3	Group 4	F-Ratio	p	Paired Means Significantly Different					
	<u>Rigid</u> <u>M</u>	<u>Structured</u> <u>M</u>	<u>Flexible</u> <u>M</u>	<u>Chaotic</u> <u>M</u>			Tukey's HSD Method* for Groups					
							1&2	1&3	1&4	2&3	2&4	3&4
ADULT CHILD												
Family Satisfaction (Cohesion)	26.21	27.15	28.33	31.42	1.5	n.s.	-	-	-	-	-	-
Family Satisfaction (Adaptability)	18.78	19.69	20.25	23.28	1.7	n.s.	-	-	-	-	-	-
Family Satisfaction Esteem and Communication	45.00	46.84	48.50	54.71	1.7	n.s.	-	-	-	-	-	-
Mastery and Health	40.53	43.61	43.25	43.83	1.3	n.s.	-	-	-	-	-	-
Financial Well-Being	35.60	35.46	33.75	35.33	.1	n.s.	-	-	-	-	-	-
Extended Family Social Support	20.40	16.38	18.25	15.50	2.3	n.s.	-	-	-	-	-	-
Social Desirability	14.06	14.76	15.16	14.57	.2	n.s.	-	-	-	-	-	-
Social Desirability	20.06	20.92	19.33	22.66	.8	n.s.	-	-	-	-	-	-
Family Resources for Management	110.60	110.23	110.41	110.33	.0	n.s.	-	-	-	-	-	-
Open Father-Adolescent Communication	34.63	33.25	36.55	38.40	.6	n.s.	-	-	-	-	-	-
Open Mother-Adolescent Communication	35.80	40.07	40.50	44.71	2.5	n.s.	-	-	-	-	-	-
Problem Father-Adolescent Communication	33.90	32.00	34.55	33.80	.2	n.s.	-	-	-	-	-	-
Problem Mother-Adolescent Communication	33.66	34.15	32.91	36.14	.2	n.s.	-	-	-	-	-	-
Adolescent-Father Communication	68.54	62.25	71.11	72.20	.4	n.s.	-	-	-	-	-	-
Adolescent-Mother Communication	69.46	74.23	73.41	80.85	.9	n.s.	-	-	-	-	-	-

*Difference significant beyond .05 level.

-No significant difference.

n.s. = not significant

differences between groups. Group 3 (Flexible Group), which denotes a moderate level of family adaptability, is significantly different from Group 4, which is extremely high in family adaptability. Fathers in families with a moderately high level of adaptability did not perceive esteem and communication to be as much of a family resource as fathers in families extremely adaptable.

Mean scores on the Financial Well-Being subscale of FIRM for fathers, when compared to level of family adaptability, revealed a significant difference between groups, $F(3, 22) = 5.30, p < .01$. Groups 1 and 3, 2 and 3, and 3 and 4 were significantly different. The Flexible Group was significantly different from the Rigid Group, Structured Group, and Chaotic Group. The Flexible Group had the lowest mean score on perception of finances as a resource to the family. Group 1 (Rigid) perceived finances to be more of a family resource than did the Flexible Group. The Flexible Group and Structured Group, both denoting a moderate level of family adaptability, were significantly different; the Structured Group perceived finances to be more of family resource than did the Flexible Group.

Mean scores on the Open Parent-Adolescent Communication subscale, were significantly different between groups for fathers, $F(3, 23) = 3.98, p < .05$ and mothers, $F(3, 42) = 7.46, p < .001$. For fathers, Groups 2 and 4 were significantly different. Fathers in a family

balanced on adaptability were less open in communicating with their adult children than fathers in families extremely high on adaptability. For mothers, Groups 1 and 2, 1 and 3, and 1 and 4 were found to be significantly different. The Rigid Group was significantly different from all other groups. The Rigid Group of mothers perceived less open communication with their adult child than other groups; the Chaotic Group perceived more open communication than any other Group. Extremely low adaptability clearly separates groups for mothers on degree of open communication with their adult child.

The Problems in Parent-Adolescent Communication subscale for mothers, when compared to family adaptability, showed significant differences between Groups, $F(3, 42) = 9.16$, $p < .001$. Groups 1 and 2, 1 and 3, and 1 and 4 were significantly different. Group 1 (Rigid) of mothers was significantly different from all other groups on problems in communication with the adult child. The Rigid Group perceived fewer problems, while all other groups perceived greater problems in communication with the adult child. Group 4 had the highest problems in communication, indicating that mothers in families with extreme high adaptability experience more problems in communication with their adult child than mothers in families with lower adaptability.

The mean scores on the Parent-Adolescent Communication Scale, assessing overall communication, when compared with

level of adaptability, showed groups significantly different for fathers, $F(3, 23) = 4.76$, $p < .05$ and for mothers, $F(3, 42) = 12.36$, $p < .05$. For fathers, Groups 2 and 4 and 3 and 4 were significantly different. The Chaotic Group (extreme high adaptability) is significantly different from both groups moderate on level of adaptability. The Chaotic Group of fathers had better overall communication with their adult child than other groups. The more adaptable the family was seen by fathers, the better communication was perceived. For mothers, Groups 1 and 2, 1 and 3, and 1 and 4 were significantly different. The Rigid Group of mothers was significantly different from all other groups on perceived overall communication with the adult child. The Rigid Group of mothers perceived a lower level of overall communication with their adult child than other groups which had higher adaptability. The Chaotic Group (extreme high adaptability) of mothers perceived the highest overall communication with the adult child.

For adult children, when mean scores on family system scales and subscales were compared with level of adaptability on FACES, no significant differences between groups were found for family variables measured. The family's level of adaptability, or ability to change as perceived by adult children in the family, was not related to their perception of family satisfaction, family resources for management, or family communication.

Background Characteristics
and Level of Cohesion

Hypothesis V: The four levels of family cohesion based on scores from FACES will be significantly related to background characteristics of family members.

Family cohesion is defined as "the emotional bonding that family members have toward one another" (Olson, McCubbin et al., 1985, p. 3). The balanced levels of cohesion are hypothesized to be most viable for healthy family functioning and that the family will deal more effectively with situational stress and developmental change than will extreme families. The extreme areas are seen as potentially more problematic for couples and families over time (Olson, McCubbin et al., 1985). An assumption is that too little or too much cohesion may be less functional to the family system. It is recognized within the Model that extreme types tend to function well as long as all the family members like it that way (Olson et al., 1982, 1983).

Chi-square analysis was used to examine the relationship between background characteristics of family members and the level of cohesion on FACES.

For fathers, a chi-square analysis of the relationship between Circumplex level of family cohesion and selected background characteristics showed a relationship between level of cohesion and how much involvement fathers had with

friends, $\chi^2(3, N = 27) = 9.50, p < .05$ (see Table XIX). Although a significant relationship was found and the strength of the relationship is moderate, $\text{Tau } c = .24, p < .05$, the findings are difficult to interpret because of a small n ($n = 2$). The two fathers who disagreed that they enjoyed involvement with friends were in the Disengaged Group. No other significant relationships were found between background characteristics of fathers and level of family cohesion.

For mothers, a chi-square analysis of the relationship between Circumplex level of family cohesion and selected background characteristics showed a relationship between level of cohesion and the amount mothers participate in outside activities, $\chi^2(15, N = 45) = 28.85, p < .05$; satisfaction with the living arrangement with their adult child, $\chi^2(9, N = 43) = 18.03, p < .05$; and whether or not there was an agreement with the adult child about the length of his/her residence in the parental home, $\chi^2(6, N = 45) = 14.15, p < .05$ (see Table XX). Mothers who perceived their family as more cohesive tended to be more satisfied with their living arrangement with their adult child. The association between these two variables is strong, $\text{Tau } b = .44, p < .01$. Mothers who reported having an agreement with their adult child about the length of their residence were more likely to be in families with low cohesion. There is a strong relationship between these two variables, $\text{Tau } c = .27, p < .01$. Mothers who reported more involvement in

TABLE XIX
RELATIONSHIP OF CIRCUMPLEX LEVEL OF COHESION
AND SELECTED BACKGROUND CHARACTERISTICS
OF FATHER IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	27	18.24	21	n.s.
Personal Income	25	12.99	15	n.s.
Religious Preference	27	18.97	21	n.s.
How Religious	27	7.13	6	n.s.
Ethnic Background	27	3.41	6	n.s.
Age	20	48.27	42	n.s.
Employment Status	21	1.74	3	n.s.
Health Status	20	6.96	9	n.s.
Education Level	20	31.88	33	n.s.
Marital Status	21	.95	3	n.s.
Years Married	25	64.55	54	n.s.
Rating of Marriage Today	25	2.47	6	n.s.
Rating of Marriage Before Adult Child's Return	25	4.83	9	n.s.
Amount of Participation in Outside Activities	27	10.53	12	n.s.
Involvement with Friends	27	9.50	3	.02**
Type of Arrangement With Adult Child	26	4.46	9	n.s.
Satisfaction with Living Arrangement	27	8.56	9	n.s.
Agreement with Adult Child About Living Arrangement	27	3.52	6	n.s.
Responsibility of Parents to Provide Basic Needs of Adult Child	26	7.86	9	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

TABLE XX
RELATIONSHIP OF CIRCUMPLEX LEVEL OF COHESION
AND SELECTED BACKGROUND CHARACTERISTICS
OF MOTHER IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	46	29.54	27	n.s.
Personal Income	43	15.55	15	n.s.
Religious Preference	44	19.90	24	n.s.
How Religious	45	8.87	6	n.s.
Ethnic Background	45	5.66	6	n.s.
Age	43	63.32	72	n.s.
Employment Status	46	.80	3	n.s.
Health Status	44	16.31	9	n.s.
Education Level	46	31.20	27	n.s.
Marital Status	44	21.38	18	n.s.
Years Married	36	76.54	66	n.s.
Rating of Marriage Today	35	.07	3	n.s.
Rating of Marriage Before Adult Child Returned	36	7.07	12	n.s.
Amount of Participation in Outside Activities	45	25.85	15	.04**
Involvement with Friends	45	2.32	3	n.s.
Type of Arrangement With Adult Child	42	13.72	9	n.s.
Satisfaction with Living Arrangement	43	18.03	9	.03**
Agreement with Adult Child About Living Arrangement	45	14.15	6	.03**
Responsibility of Parents to Provide Basic Needs of Adult Child	43	11.23	9	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

outside activities were more likely to be in families with greater cohesion. The less mothers were involved in outside activities, the less cohesion there was in the family. This relationship, however, was not significantly strong, $Tau\ c = .05$, $p > .05$. There were no other significant relationships found for background characteristics of mothers and level of family cohesion.

For adult children, a chi-square analysis of the relationship between Circumplex level of family cohesion and selected background characteristics showed a relationship between cohesion and whether the adult child felt parents were responsible for providing the basic necessities of adult children, $\chi^2(9, N = 43) = 21.45$, $p < .05$, (see Table XXI), although there is not an obvious direction of the relationship. A strength of association test between the two variables showed no significant relationship, $Tau\ b = .19$, $p > .05$. No other significant relationships were found between background characteristics of adult children and level of family cohesion.

Background Characteristics and Level of Adaptability

Hypothesis VI: The four levels of family adaptability based on scores from FACES will be significantly related to background characteristics of family members.

Family adaptability has to do with the extent to which the family system is flexible and able to change (Olson,

TABLE XXI
RELATIONSHIP OF CIRCUMPLEX LEVEL OF COHESION
AND SELECTED BACKGROUND CHARACTERISTICS
OF ADULT CHILD IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	45	32.67	24	n.s.
Personal Income	43	8.36	9	n.s.
Religion	44	21.95	24	n.s.
How Religious	45	3.12	6	n.s.
Ethnic Background	45	4.42	6	n.s.
Age	43	69.15	60	n.s.
Employment Status	44	2.46	3	n.s.
Health Status	44	3.35	6	n.s.
Education Level	45	12.97	21	n.s.
Marital Status	44	7.24	9	n.s.
Outside Activities	44	8.66	12	n.s.
Amount of Dating	43	9.49	9	n.s.
Involvement with Friends	44	2.82	6	n.s.
Arrangement with Parents	45	6.39	9	n.s.
Satisfaction with Arrangement	45	16.47	12	n.s.
Agreement with Parent About Arrangement	44	4.16	6	n.s.
Responsibility of Parent to Adult Child	43	21.45	9	.01**
Involvement in Education/Training	42	.20	3	n.s.
Years in Parents' Home	34	16.82	18	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

McCubbin et al., 1985). Family adaptability is the ability of a marital or family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress. Balanced levels of adaptability are hypothesized to be most viable for healthy family functioning and the extreme areas are seen as potentially more problematic for couples and families over time. An assumption is that too little or too much adaptability may be less functional to the family system. It is recognized within the Model that extreme types tend to function well as long as all family members like it that way (Olson et al., 1982, 1983).

Chi-square analysis was used to examine the relationship between background characteristics of family members and level of adaptability on FACES.

For fathers, a chi-square analysis showed a relationship between level of family adaptability and three background variables (see Table XXII). A significant relationship was found between level of family adaptability and fathers health, $\chi^2(9, N = 20) = 17.07, p < .05$, but the strength of the relationship was not significant, Tau b = .07, $p > .05$. A significantly strong relationship could exist between these variables, but because of the sample size and small number of cases per cell, significance was not reached. The relationship between level of adaptability and fathers satisfaction with their living arrangement with the adult child was significant, $\chi^2(9, N =$

TABLE XXII
RELATIONSHIP OF CIRCUMPLEX LEVEL OF ADAPTABILITY
AND SELECTED BACKGROUND CHARACTERISTICS
OF FATHER IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	27	27.60	21	n.s.
Personal Income	25	25.58	15	.04**
Religious Preference	27	25.71	21	n.s.
How Religious	27	8.31	6	n.s.
Ethnic Background	27	7.25	6	n.s.
Age	20	38.78	42	n.s.
Employment Status	21	3.55	3	n.s.
Health Status	20	17.07	9	.04**
Education Level	20	43.11	33	n.s.
Marital Status	21	2.63	3	n.s.
Years Married	25	67.92	54	n.s.
Rating of Marriage Today	25	6.37	6	n.s.
Rating of Marriage Before Adult Child's Return	25	8.09	9	n.s.
Amount of Participation in Outside Activities	27	7.43	12	n.s.
Involvement with Friends	27	3.67	3	n.s.
Type of Arrangement With Adult Child	26	5.38	9	n.s.
Satisfaction with Living Arrangement	27	17.82	9	.04**
Agreement with Adult Child About Living Arrangement	27	3.55	6	n.s.
Responsibility of Parents to Provide Basic Needs of Adult Child	26	9.85	9	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

27) = 17.82, $p < .05$ and the strength of the relationship was found to be moderate, $\text{Tau } b = .27$, $p < .05$. Fathers dissatisfied with the living arrangement with their adult child were more likely to be in families with extremely low adaptability, while those satisfied with the arrangement were more likely to be in families with extremely high adaptability. A significant relationship was found between fathers income and level of adaptability, $\chi^2(15, N = 25) = 25.58$, $p < .05$. The lower the income of fathers, the less adaptable are their families. Fathers with a high income tended to be in families with a higher level of adaptability. The strength of the relationship, however, is not significant, $\text{Tau } c = .25$, $p > .05$. No other significant relationships were found between background characteristics of fathers and level of family adaptability.

For mothers, a chi-square analysis showed a relationship between level of family adaptability and her educational level, $\chi^2(27, N = 45) = 39.48$, $p < .05$ (see Table XXIII). Mothers with more education were more likely to be in families which were less adaptable, while mothers with less education were more likely to be in adaptable families. The n in cells, however, is too small to do a specific analysis of groups, therefore, the findings are too tentative to interpret. No other significant relationships were found between background characteristics of mothers and level of family adaptability.

For the adult child, a chi-square analysis showed a relationship between family adaptability and whether the adult child believed parents had a responsibility to provide the basic needs of adult children, $\chi^2(9, N = 43) = 22.97, p < .05$ (see Table XXIV). The more that adult children disagreed that parents are responsible for providing basic needs, the more likely they were to be in families with extremely low adaptability. The more they agreed that parents are responsible for providing basic needs, the more likely they were to be in chaotic families. A strength of association test shows this relationship to be moderate to weak, $\text{Tau } b = .28, p < .05$. No other significant relationships were found between background characteristics of adult children and level of family adaptability.

Background Characteristics and Circumplex Family Type

Hypothesis VII: Family member and family system background characteristics will be related to Circumplex family typologies of Flexibly Separated, Flexibly Connected, Structurally Separated, Structurally Connected, and Balanced.

FACES III enables the researcher to place individual family members within the Circumplex Model (see Figure 11). Sixteen different types of marital and family systems are identified by combining the four levels of cohesion and

TABLE XXIII
RELATIONSHIP OF CIRCUMPLEX LEVEL OF ADAPTABILITY
AND SELECTED BACKGROUND CHARACTERISTICS
OF MOTHER IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	46	30.49	27	n.s.
Personal Income	43	14.77	15	n.s.
Religious Preference	44	23.81	24	n.s.
How Religious	45	6.57	6	n.s.
Ethnic Background	45	3.97	6	n.s.
Age	43	71.30	72	n.s.
Employment Status	45	1.41	3	n.s.
Health Status	43	8.09	9	n.s.
Education Level	45	39.48	27	.05**
Marital Status	43	15.78	15	n.s.
Years Married	36	79.03	66	n.s.
Rating of Marriage Today	35	6.76	3	n.s.
Rating of Marriage Before Adult Child Returned	36	14.94	12	n.s.
Amount of Participation in Outside Activities	45	22.86	15	n.s.
Involvement with Friends	45	1.89	3	n.s.
Type of Arrangement With Adult Child	42	8.60	9	n.s.
Satisfaction with Living Arrangement	43	15.32	9	n.s.
Agreement with Adult Child About Living Arrangement	45	3.08	6	n.s.
Responsibility of Parents to Provide Basic Needs of Adult Child	43	5.94	9	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

TABLE XXIV
RELATIONSHIP OF CIRCUMPLEX LEVEL OF ADAPTABILITY
AND SELECTED BACKGROUND CHARACTERISTICS OF
ADULT CHILD IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	45	20.75	24	n.s.
Personal Income	43	5.98	9	n.s.
Religion	44	25.60	24	n.s.
How Religious	45	10.52	6	n.s.
Ethnic Background	45	8.01	6	n.s.
Age	43	64.67	60	n.s.
Employment Status	44	3.36	3	n.s.
Health Status	44	12.05	6	n.s.
Education Level	45	21.03	21	n.s.
Marital Status	44	10.91	9	n.s.
Outside Activities	44	10.67	12	n.s.
Amount of Dating	43	5.51	9	n.s.
Involvement with Friends	44	4.76	6	n.s.
Arrangement with Parents	45	4.51	9	n.s.
Satisfaction with Arrangement	45	9.82	12	n.s.
Agreement with Parent About Arrangement	44	2.77	6	n.s.
Responsibility of Parent to Adult Child	43	22.97	9	.00**
Involvement in Education/Training	42	6.25	3	n.s.
Years in Parents' Home	34	14.32	18	n.s.

*Difference in n due to missing values.

**Significance beyond .05 level.

n.s. = not significant

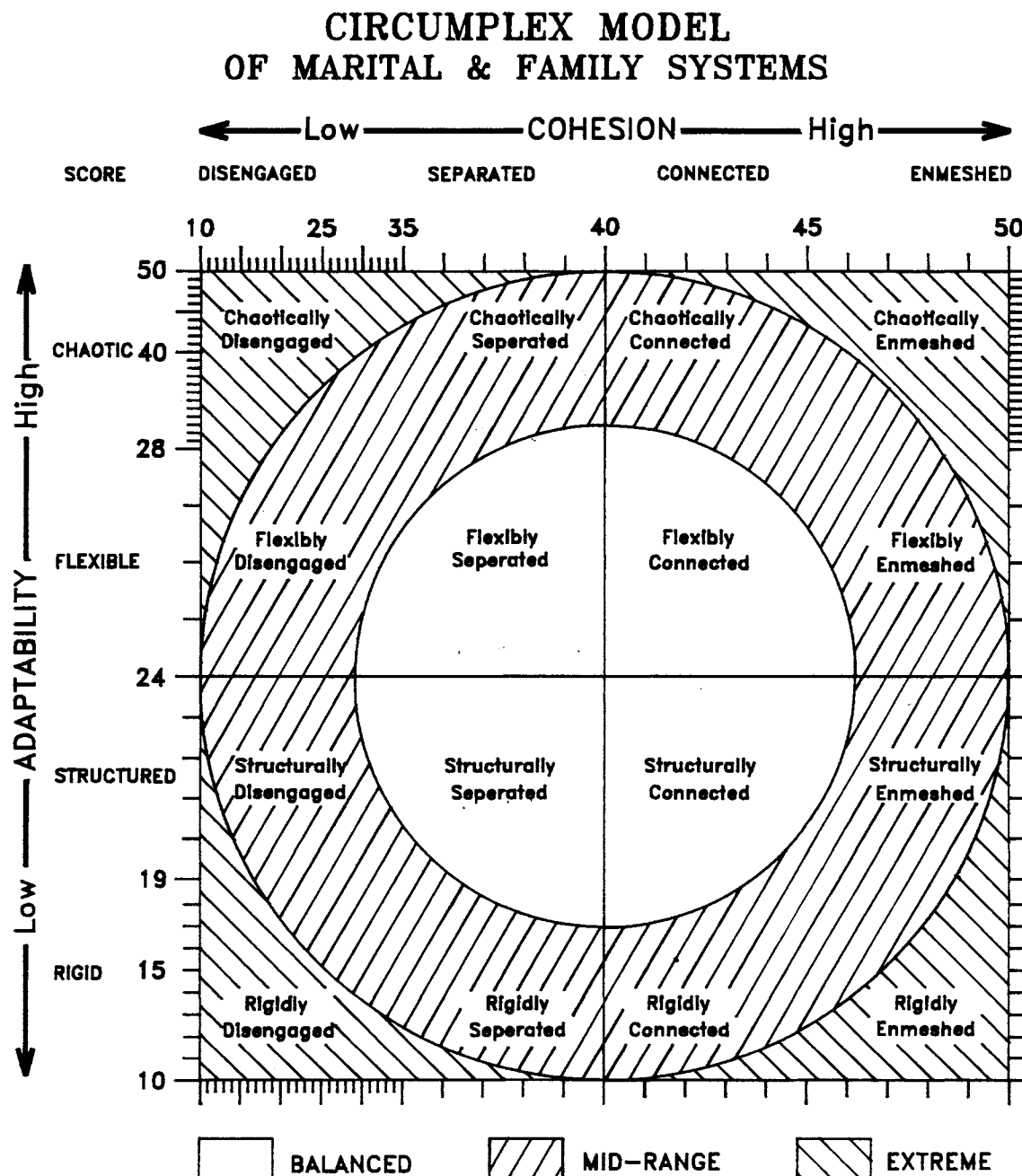


Figure 11. Sixteen Types of Marital and Family Systems Derived From the Circumplex Model.

From Olson, D. et al., Families: What Makes Them Work Beverly Hills, Sage Publications, 1983.

four levels of the adaptability dimensions of the Circumplex Model. These types describe the structural arrangement of the family system. Four of the 16 types are moderate (balanced types) on both the cohesion and adaptability dimensions. Eight types are extreme on one dimension and moderate on the other (mid-range types) and four types are extreme on both dimensions (extreme types) (Olson, McCubbin et al., 1985). The four central cells of the Circumplex Model represent the Balanced types, and the four corner cells represent the Extreme types. The Mid-Range types are represented by the other eight cells. Families in the four central positions on the Circumplex Model (flexibly separated, flexibly connected, structurally separated, and structurally connected) are balanced in that they can experience the extremes on the dimensions of cohesion and adaptability when necessary, but do not function at these extremes for a prolonged period of time.

Chi-square analysis was used to examine the relationship between background characteristics of family members and family type on the Circumplex Model.

For fathers, a chi-square analysis showed a relationship between Circumplex family type and three background variables (see Table XXV). A significant relationship was found between family type and whether fathers enjoyed being with friends, $\chi^2(3, N = 27) = 7.56$, $p < .05$. The relationship, however, is difficult to interpret because there is not a clear direction of the

TABLE XXV
RELATIONSHIP OF CIRCUMPLEX FAMILY TYPE AND
SELECTED BACKGROUND CHARACTERISTICS
OF FATHER IN FAMILY

Variable	<u>n</u> *	X ²	df	<u>p</u> **
Occupation	27	40.56	21	.00**
Personal Income	25	14.79	15	n.s.
Religious Preference	27	12.72	21	n.s.
How Religious	27	3.06	6	n.s.
Ethnic Background	27	8.22	6	n.s.
Age	20	40.83	42	n.s.
Employment Status	21	2.95	3	n.s.
Health Status	20	13.69	9	n.s.
Education Level	20	30.00	33	n.s.
Marital Status	21	20.99	3	.00**
Years Married	25	47.02	36	n.s.
Rating of Marriage Today	25	1.15	4	n.s.
Rating of Marriage Before Adult Child's Return	25	3.36	6	n.s.
Amount of Participation in Outside Activities	27	11.00	12	n.s.
Involvement with Friends	27	7.56	3	.05**
Type of Arrangement With Adult Child	26	4.05	9	n.s.
Satisfaction with Living Arrangement	27	6.36	9	n.s.
Agreement with Adult Child About Living Arrangement	27	8.85	6	n.s.
Responsibility of Parents to Provide Basic Needs of Adult Child	26	4.58	9	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

relationship. The strength of the association between the two variables is not significant, $\text{Tau } c = .07$, $p > .05$. A strong relationship was found between occupation of the father and Circumplex family type, $\chi^2(21, n = 27) = 40.56$, $p < .05$, however, the n is too small to do a specific analysis of the groups; findings of significance are too tentative to interpret. The relationship between fathers marital status and Circumplex family type is significant, $\chi^2(3, N = 21) = 20.99$, $p < .05$. Fathers who are married and not previously divorced were more likely to be in the balanced family type. There is a moderately strong relationship between these two variables, $\text{Tau } b = .39$, $p < .05$. No other significant relationships were found between background characteristics of fathers and Circumplex family type.

For mothers, a chi-square analysis showed a relationship between Circumplex family type and two background variables (see Table XXVI). Satisfaction with the living arrangement with the adult child and Circumplex family type, $\chi^2(12, N = 43) = 21.99$, $p < .01$. Mothers satisfied with the living arrangement with their adult child were more likely to be in flexibly separated or flexibly connected families. Although a relationship was found, the strength of this relationship is not significant, $\text{Tau } c = .08$, $p > .05$. A significant relationship was found between family type and whether mothers had an agreement with their adult child about the

TABLE XXVI
RELATIONSHIP OF CIRCUMPLEX FAMILY TYPE AND
SELECTED BACKGROUND CHARACTERISTICS
OF MOTHER IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	46	27.35	36	n.s.
Personal Income	43	11.30	20	n.s.
Religious Preference	44	24.33	32	n.s.
How Religious	45	9.49	8	n.s.
Ethnic Background	45	3.80	8	n.s.
Age	43	112.07	96	n.s.
Employment Status	45	1.01	4	n.s.
Health Status	43	12.95	12	n.s.
Education Level	45	34.71	36	n.s.
Marital Status	43	17.18	20	n.s.
Years Married	36	98.20	88	n.s.
Rating of Marriage Today	35	2.45	4	n.s.
Rating of Marriage Before Adult Child Returned	36	13.82	16	n.s.
Amount of Participation in Outside Activities	45	28.75	20	n.s.
Involvement with Friends	45	8.30	4	n.s.
Type of Arrangement With Adult Child	42	14.34	12	n.s.
Satisfaction with Living Arrangement	43	21.99	12	.03**
Agreement with Adult Child About Living Arrangement	45	15.71	8	.04**
Responsibility of Parents to Provide Basic Needs of Adult Child	43	11.87	12	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

length of the adult child's residence, $\chi^2(8, N = 45) = 15.71, p < .05$. The strength of the relationship, however, is not significant, $\text{Tau } c = .09, p > .05$. No other significant relationships were found between background characteristics of mothers and Circumplex family type.

For adult children, a chi-square analysis showed no significant relationships between background characteristics and Circumplex family type (see Table XXVII). The sample size is small, which affects cell size, and chi-square analysis. A larger sample could yield results which would show a relationship between some background characteristics of adult children and family type. Another type of statistical analysis could also yield results showing a relationship between the variables measured.

Summary of Findings

In summary, there were significant findings for adult child family members related to individual system variables and family system variables and level of family cohesion and adaptability. Significant relationships were also found between background characteristics of family members and Circumplex family typologies.

The cohesiveness of the family does not appear to be related to how fathers evaluated themselves on the individual system variables measured. The self-esteem variable for mothers was the only individual system variable significantly related to level of family cohesion.

TABLE XXVII
RELATIONSHIP OF CIRCUMPLEX FAMILY TYPE AND
SELECTED BACKGROUND CHARACTERISTICS
OF ADULT CHILD IN FAMILY

Variable	<u>n</u> *	X ²	df	p**
Occupation	45	40.35	32	n.s.
Personal Income	43	13.35	12	n.s.
Religion	44	29.96	32	n.s.
How Religious	45	7.06	8	n.s.
Ethnic Background	45	7.33	8	n.s.
Age	43	89.60	80	n.s.
Employment Status	44	5.15	4	n.s.
Health Status	44	4.19	8	n.s.
Education Level	45	28.39	28	n.s.
Marital Status	44	11.20	12	n.s.
Outside Activities	44	18.52	16	n.s.
Amount of Dating	43	8.10	12	n.s.
Involvement with Friends	44	5.31	8	n.s.
Arrangement with Parents	45	11.04	12	n.s.
Satisfaction with Arrangement	45	22.22	16	n.s.
Agreement with Parent About Arrangement	44	5.01	8	n.s.
Responsibility of Parent to Adult Child	43	17.80	12	n.s.
Involvement in Education/Training	42	6.50	4	n.s.
Years in Parents' Home	34	19.03	24	n.s.

*Difference in n due to missing values.

**Significant beyond .05 level.

n.s. = not significant

Higher self-esteem of mothers is related to a higher level of family cohesion. Adult children with higher self-esteem were also in families perceived to have a higher level of family cohesion. Nurturance, authoritarianism, and locus of control were perceived lower by adult children if families had lower family cohesion.

Adult children's perception of themselves on individual system variables were not related to the adaptability of the family. Level of family adaptability and degree of personal independence of mothers and fathers were significantly related. Both mothers and fathers in families with extremely low adaptability perceived themselves to be most independent, while those perceiving themselves to be least independent were in families balanced on adaptability.

Family members most satisfied with their family's cohesion were in enmeshed families and the least satisfied were in disengaged families. Lower levels of family cohesion are related to less satisfaction with family cohesion for fathers, mothers, and adult children.

Fathers, mothers, and adult children in disengaged families were least satisfied with their family's adaptability, while the most satisfied were in enmeshed families. A higher level of family cohesion is related to adult children's greater satisfaction with family adaptability.

Satisfaction with one's family was highest among

mothers, fathers, and adult children in enmeshed families. Family members who perceived their family to be disengaged were least satisfied with their family. Higher family satisfaction for fathers, mothers, and adult children was related to a higher level of family cohesion.

Fathers, mothers, and adult children who perceived esteem and communication more of a resource to the family were in families with higher cohesion. The Disengaged Group of families were significantly different than all other groups on family members' perception of esteem and communication as a family resource.

Mothers and adult children who perceived their family as disengaged, perceived mastery and health to be less of a family resource than did mothers and adult children in enmeshed families. The two extreme groups of family cohesion were significantly different on perceived family mastery and health. Those mothers in the Connected Group perceived lower mastery and health in their family than those in the Disengaged Group. Higher cohesion is related to mothers' and adult childrens' perception of mastery and health as a resource to the family. Fathers' perception of their family's mastery and health was not significantly different between groups.

Fathers' perception of the financial well-being of their family was significantly different between groups, but there were no significant differences for mothers and adult children on this variable. Fathers in the Connected

Group were significantly different from fathers in the Separated Group. Fathers perceiving the least family financial well-being were in the Separated Group, while those perceiving the greatest family financial well-being were in the Connected Group.

Mothers and adult children who perceived their family as disengaged also perceived extended family social support to be less of a family resource than did mothers and adult children in families connected or enmeshed. There were no significant differences between groups for fathers on the extended family social support variable.

Mothers, fathers, and adult children who perceived their family as disengaged, were significantly different in their perception of the overall resources available to their family. Those family members in the Disengaged Group perceived fewer family resources than those in the Connected or Enmeshed Groups, which have a higher level of family cohesion. Mothers in families perceived as separated perceived fewer family resources than those in connected families.

Significant differences between groups were found for mothers and adult children on social desirability, but no significant differences between groups were found for fathers. The two groups extreme on cohesion were significantly different on social desirability, with the highest mean score in the Enmeshed Group. For mothers, all other groups were significantly different from the

Disengaged Group. A higher level of cohesion is related to the tendency for mothers and adult children to represent their family in a socially desirable way.

Mothers and fathers in families with extreme low cohesion (disengaged) perceived less open communication with their adult child than did those in families with extreme high cohesion (enmeshed). Mothers in families disengaged also perceived fewer problems in communication with their adult child than mothers in separated, connected, and enmeshed families. For mothers, higher cohesion in the family is related to more problems in communication. The overall communication of mothers and fathers with their adult child was significantly different between disengaged and enmeshed families. Those fathers and mothers in families with extreme low cohesion perceived communication in their family to be poorer than those in families with extreme high cohesion. Mothers in families with moderate levels of cohesion had significantly different communication in their family than did those mothers in families perceived as disengaged. Higher levels of family cohesion are related to better family communication for mothers.

Adult childrens' evaluation of communication with their mother and father, when compared to level of family cohesion, was similar to mothers' and fathers' evaluations. Those adult children perceiving their family as disengaged perceived less open communication with their mother and

father and fewer problems in communication with their mother, than did adult children in all other groups. Better overall communication with mother and father was related to higher levels of family cohesion.

The FIRM sub-scales of Esteem and Communication and Financial Well-Being revealed significantly different results across levels of family adaptability. Fathers who perceived high adaptability in their family reported higher esteem and communication than fathers who perceived lower adaptability in their family. Fathers in families who were flexible on adaptability perceived less esteem and communication in their family than those in families with extreme high adaptability (chaotic). Financial well-being was perceived to be less of a family resource by fathers in flexible families than fathers in rigid, structured, or chaotic families. Fathers in rigid families perceived the highest financial well-being of all groups.

Fathers in structured (moderately low adaptability) families were less open in communication with their adult child than fathers in families with extreme high adaptability (chaotic). Mothers in families perceived as extremely low on adaptability, perceived less open communication with their adult child than did those mothers in families with higher adaptability. As adaptability increased, so did mothers' perception of more open communication. Mothers in families perceived as rigid, also perceived the least problems in communication with

their adult child, while those in families with higher adaptability perceived more problems. Mothers in chaotic families perceived the most problems. Overall family communication was significantly better for fathers in chaotic families than for fathers in families with moderate levels of adaptability. The Rigid Group of mothers was significantly different from all other groups on their perception of overall family communication. The Rigid Group perceived the lowest overall family communication, while the Chaotic Group perceived the highest overall family communication. As family adaptability increased, mothers perceived better family communication.

Level of family adaptability, as perceived by adult children, was not related to their perception of family satisfaction, family resources for management, or family communication.

A relationship was found between some background variables of family members and level of family cohesion. Fathers involvement with friends was moderately related to family cohesion, with fathers in disengaged families disagreeing that they enjoyed involvement with friends. Level of family cohesion for mothers was related to the amount they participated in outside activities, whether they were satisfied with the living arrangement with their adult child, and whether there was an agreement with their adult child about their living arrangement. Mothers who perceived more cohesion in the family perceived greater

satisfaction with the living arrangement with their adult child. Mothers who reported having an agreement with their adult child were more likely to be in families with low cohesion. Mothers less involved in outside activities were more likely to be in families with low cohesion. For adult children, a significant relationship was found between family cohesion and whether the adult child felt parents were responsible for providing adult childrens' basic necessities. There was, however, no obvious direction of the relationship.

There was a relationship between some background variables of family members and level of family adaptability. Fathers' health was related to level of family adaptability, but because of the small number of cases per cell, an interpretation of the relationship could not be made. A moderate relationship was found between fathers' satisfaction with the living arrangement with their adult child and level of family adaptability. Those fathers more likely to be satisfied with the arrangement were in families with extreme high adaptability. Fathers' income and level of adaptability were related, but not significantly strong. The higher the income of fathers, the more likely their family was to have a higher level of adaptability. Mothers' education and level of family adaptability were related, but the relationship was not significantly strong. Mothers with less education were more likely in adaptable families, however, small cell

sizes prevents a specific analysis of groups. For adult children, belief in whether parents have a responsibility to provide the basic necessities of adult children was moderately related to level of family adaptability. The more they agreed that parents are responsible for providing basic needs, the more likely they were to be in chaotic families.

Circumplex family type and some background characteristics of family members were found to be related. Fathers' enjoyment of being with friends was related to family type, but there was no clear direction of the relationship, and the relationship was not significantly strong. A strong relationship was found between fathers' occupation and family type, however, because of small cell sizes, a specific analysis of groups could not be done. Fathers' marital status and family type were moderately related. Fathers who are married and not previously divorced, were more likely to be in the balanced family type. Mothers' satisfaction with the living arrangement with their adult child is related to family type. Mothers satisfied with the living arrangement were more likely to be in flexibly separated or flexibly connected families, although the relationship was not significantly strong. For mothers, a relationship was found between family type and whether there was an agreement about the length of the adult child's residence, however, the relationship was not significantly strong. Background characteristics of adult

children were not found to be significant related to Circumplex family type.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The growing incidence of families with adult children living in the home of their parents is well documented in demographic descriptions of American families. The adult child family has gained attention because the traditional nuclear family does not have adult child family members. Parents are expected to launch adult children into the world, who are independent of parental care and guidance. Many families, however, are not fulfilling societal expectations for family life cycle tasks and family members are failing to achieve, at the prescribed time, individual developmental tasks.

Adult child families represent a divergence from "typical" family systems and the increased incidence of these "atypical" families has only been recently recognized in the field of family studies. Little is known about their functioning other than anecdotal accounts of parents and adult children, which have been reported in non-research literature. Empirical studies on the adult child family are lacking.

The research in the present study was based on family

systems theory, looking at the systemic features of the family, the individual family members, and their relationship to family functioning. Family life cycle theory and individual life cycle theory also underpin this research on families and individuals who are perceived as developmentally different from other families and individuals at their given life cycle stage.

The primary purpose of this investigation was to describe the individual system, family system, and environmental system characteristics of adult child families on the dimensions of family behavior, cohesion and adaptability. The resolution of these purposes will provide additional information on the characteristics of families and individuals at the family life cycle stage of launching and give some insight into the increase of adult child families in the American society. Research in this area would also be valuable to family therapists working with families experiencing transitional difficulties in the launching stage of the family life cycle. To accomplish the purpose of this study, seven hypotheses were developed.

These hypotheses were:

1. The four levels of family cohesion based on scores from FACES will be significantly related to scores on five measures of individual system characteristics. These scales are: Locus of Control Scale, Self-Esteem Scale, Independence Scale, Authoritarianism Scale, and Nurturance

Scale.

2. The four levels of family adaptability based on scores from FACES will be significantly related to scores on five measures of individual system characteristics. The scales are: Locus of Control Scale, Self-Esteem Scale, Independence Scale, Authoritarianism Scale, and Nurturance Scale.
3. The four levels of family cohesion based on scores from FACES will be significantly related to scores on four measures of family system interaction. These scales are: Parent-Adolescent Communication Scale, Family Satisfaction Scale, FIRM Scale, and Marital Satisfaction Subscale (ENRICH).
4. The four levels of family adaptability based on scores from FACES will be significantly related to four measures of family system interaction. These scales are: Parent-Adolescent Communication Scale, Family Satisfaction Scale, FIRM Scale, and Marital Satisfaction Subscale (ENRICH).
5. The four levels of family cohesion based on scores from FACES will be significantly related to background characteristics of family members.
6. The four levels of family adaptability based on scores from FACES will be significantly related to the background characteristics of family members.
7. Family member background characteristics will be related to Circumplex family typologies of

Flexibly Separated, Flexibly Connected,
Structurally Separated, Structurally Connected, and
Balanced.

Summary of Literature Reviewed

The review of literature addressed issues related to this study. The areas addressed were: the adult child family; family as a system; family functioning; family system characteristics of family satisfaction, family resources, family communication, and marital satisfaction; individual as a system; individual system characteristics of locus of control, authoritarianism, independence, self-esteem, and nurturance.

The family system is a purposive, goal oriented, and task-performing system. Family systems perform tasks for its members, and for the society at large (Hill, 1971). Becvar and Becvar (1982) noted the redundant patterns of interactions in families which form the family's boundaries or separateness from other systems. A balance between stability and change are associated with a well-functioning family.

Individuals and families proceed through developmental cycles in which different stages represent challenges to functioning of the system. The incorporation of new patterns of behavior meet developmental needs for change and growth. The family provides a context for individual development and society, the context for family development.

The dimensions of cohesion and adaptability, as related to family behavior, provides a basis for assessing families on the Circumplex Model of Marital and Family Functioning (Olson et al., 1979). A linear relationship between cohesion and change (adaptability) in family functioning is postulated for normal families (Olson, 1986). Higher levels of cohesion and change seem to be associated with better family functioning.

Because awareness of adult child families as an emerging family form has been recognized only recently, an extensive review of literature was conducted in order to support the need for the present study. There has been much attention focused on changes occurring in the make-up and functioning of families in the rapidly changing American society and to concern about the survival of the American family.

The review of demographic literature has confirmed the growing numbers of this type of family and some of the reasons for the increased numbers of adult child families. Demographers have identified environmental family characteristics contributing to the growing incidence of adult children returning home and/or those choosing not to leave their parents' home. Factors contributing to the incidence of adult child families have been related to the general demographic, economic, and social changes in the American society. There is a poor job market, high housing costs, delayed marriage, marital dissolution, and unmarried

motherhood.

Non-research literature has focused attention on the incidence and problems associated with this family living arrangement. Conflict and decline in family satisfaction seem to be the norm for adult child family systems, according to newspapers and popular books and magazines.

Professionals in the family field have not adequately recognized, described, nor researched in any systematic way the functioning of adult child families. The professional family literature reviewed examined two distinct types of adult child families--middle-aged parents and young adult children and elderly parents and middle-aged children. These studies and informational reports focused on the trend of returning young adults, reasons for adult children returning home, relationships, interactional problems, and the difficulties families have redefining relationships and changing long-established interactional patterns.

The review of adult child family literature supported the examination of individual system characteristics associated with adult child family members. Issues related to individual authoritarianism, nurturance, self-esteem, independence, and locus of control are important to the functioning of individuals in adult child families.

Summary of Methods

In order to learn more about the functioning of adult child families and the characteristics of individual family

members, 11 scales were utilized to gather data from adult child family members. The instruments used were: (a) FACES III; (b) Family Satisfaction Scale; (c) Parent-Adolescent Communication Scale; (e) Marital Satisfaction Subscale (ENRICH); (f) Rotter's Internal-External Locus of Control Scale; (g) Self-Esteem Scale; (h) California F Scale (Authoritarianism); (i) Independence Scale; (j) Nurturance Scale; and (k) Background Information Forms.

To describe adult child families, descriptive statistics and measures of central tendency were used to summarize demographic data collected from the Background Forms. One-way analysis of variance was used for investigating differences between groups on the different scales used in this study and level of family cohesion and family adaptability. Chi-square comparisons of Circumplex family type and level of cohesion and adaptability and background characteristics were performed.

Summary of Findings

Forty-nine families, each including at least one parent and one adult child, eighteen years of age or older, were asked to individually rate their family and describe themselves on scale items. These families were mostly from rural southeastern Oklahoma.

Seventy-four parents (47 mothers and 27 fathers) and 47 adult children participated in the study. The mean age of mothers was 52.96 years and fathers, 55.50 years. The

adult child sample consisted of 24 males and 23 females, whose mean age was 28.53 years. Generally, the respondents were white (85 percent), middle class, educated, happily married, Baptist, religious, and rural.

For most adult child families participating in the study (55 percent), the adult child had been in the home from between one month to two years. Twenty-nine percent of adult children living with parents had never lived away from their parents' home. Most families (94 percent) had no formal agreement about their living arrangement. They were either generally satisfied or extremely satisfied with their living arrangement together. Financial reasons and returning to college were the reasons generally given for the adult child's return home. Adult children never moving were most often described as remaining in the parental home because of their preference to do so, but also because of financial reasons. The main advantage of living in their parents' home was reported by adult children to be financial benefits. The foremost disadvantage to adult children was lack of privacy and loss of independence. No predominant advantages or disadvantages were reported by parents. The mutual expectations of adult children and parents were consistent. The sharing of household responsibilities by the adult child were expected by most respondents. Seventy percent of respondents did not expect adult children to contribute monetarily toward the household and only four percent expected rent to be paid.

Of the adult child family sample, 65.9 percent of mothers, 73 percent of fathers, and 51.1 percent of adult children perceived their family as balanced on family cohesion. On the family adaptability dimension, 50 percent of mothers, 62.9 percent of fathers, and 53.2 percent of adult children perceived their family to be balanced. Adult children perceived their family as often to be extremely low on family cohesion and family adaptability, as they did balanced on these dimensions. Mothers and fathers tended to see their family as extremely high on adaptability (chaotic), while adult children did not perceive their family in this way.

Results from statistical analyses revealed significant findings related to individual system variables and family system variables and Circumplex levels of family cohesion and adaptability for adult child family members. Level of cohesion and level of adaptability were clearly related to some variables measured. Family cohesion was related to differences in mean scores on family system and individual system scales among family members, more than was family adaptability. Family adaptability appeared to be more important to differences between groups among fathers, than for mothers or adult children. On family system scales, the lowest mean scores were generally found in the extreme low level of family cohesion and family adaptability, and the highest mean scores were generally found in the extreme high level of family cohesion and adaptability. On most scales,

a low mean score indicated dissatisfaction on that variable and a high mean score indicated greater satisfaction on the variable. On individual system characteristic scales, a high mean score indicated that variable was highly characteristic of the respondents, while a low mean score indicated that characteristic was not very descriptive of the respondents. Some extreme groups, although significantly different from other groups, had low ns, and this should be considered in the interpretation of significant differences between extreme groups and between extreme groups and balanced groups.

Hypothesis 1 was related to individual system characteristics of family members and Circumplex level of family cohesion. The cohesiveness of the family did not appear to be related to how fathers evaluated themselves on individual system variables measured. Higher self-esteem of mothers and adult children was related to higher family cohesion. No other individual system characteristics were related to level of family cohesion.

Hypothesis 2 was related to individual system characteristics of family members and Circumplex level of family adaptability. Adult children's evaluation of themselves on individual system variables was not found to be related to family adaptability. Fathers and mothers who perceived themselves to be most independent were in families extremely low on adaptability (rigid), while those perceiving themselves to be least independent were in

families balanced on adaptability. No other individual system characteristics were related to level of family adaptability.

Hypothesis 3 was related to family system characteristics and level of family cohesion. For fathers, significant differences between groups were found on eight family system variables: satisfaction with family cohesion; satisfaction with family adaptability; family satisfaction; esteem and communication; financial well-being; family resources for management; open family communication; and family communication. Higher levels of family cohesion were related to higher satisfaction with family variables measured.

Significant differences between groups for mothers were found on eleven family system variables: satisfaction with family cohesion; satisfaction with family adaptability; family satisfaction; esteem and communication; mastery and health; extended family social support; family resources for management; social desirability; open family communication; problems in family communication; and family communication. Higher levels of family cohesion were related to higher satisfaction with the variables measured. Higher scores on problems in family communication, however, reflected more problems in family communication and was related to higher levels of family cohesion. Socially desirable responses were more likely to be from mothers in enmeshed families and least likely to come from mothers in disengaged families.

There were significant differences between groups on ten family system variables for adult children. These variables were: satisfaction with family cohesion; satisfaction with family adaptability; family satisfaction; esteem and communication; mastery and health; extended family social support; social desirability; open communication with mother and father; and problems in communication with mother. Higher levels of family cohesion were related to higher satisfaction with the variables measured. Higher scores on problems in family communication, however, reflect more problems in family communication and is related to higher levels of family cohesion. Socially desirable responses were more likely to come from adult children in enmeshed families and least likely to come from adult children in disengaged families.

Hypothesis 4 deals with the relationship between family system characteristics and level of family adaptability. For fathers, a relationship was found on four family system variables: esteem and communication; financial well-being; open family communication; and problems in family communication. A higher level of family adaptability was found to be related to higher satisfaction on esteem and communication, financial well-being and open family communication and more problems in family communication.

For mothers, a significant relationship was found between the three family communication variables measured and level of family adaptability. Mothers in families with

lower levels of family adaptability, perceived less open communication in their family. Mothers in families with higher levels of family adaptability, perceived more problems in family communication. As family adaptability increased, mothers perceived better overall communication in their family.

Level of family adaptability, as perceived by adult children, was not related to their perception of family satisfaction, family resources for management, or family communication.

Hypothesis 5 proposed a relationship between background characteristics of family members and level of family cohesion. Some background variables were related to level of family cohesion, especially for mothers. Mothers who participated in outside activities and mothers who had an agreement about their living arrangement were more likely to be in families with low cohesion. Mothers perceiving more cohesion in their family had greater satisfaction with their living arrangement. Fathers in disengaged (low cohesion) families did not enjoy involvement with friends. A relationship was found between level of family cohesion and adult children's belief that parents were responsible for providing for adult children's basic needs, however, there was no obvious direction of the relationship.

Hypothesis 6 proposed a relationship between background characteristics of family members and level of family adaptability. Some background variables were related to

level of family adaptability, especially for fathers. Fathers' health, satisfaction with living arrangement, and income were related to family adaptability. Interpretation, however, could not be made of the relationship between health and adaptability. Fathers with higher incomes were more likely in families with higher levels of adaptability, but the relationship was not significantly strong. Those fathers more likely to be satisfied with their living arrangement were in families with extreme high adaptability. Adult children who believed parents were responsible for providing for adult children's basic needs were more likely to be in families extremely high on adaptability.

Hypothesis 7 proposed a relationship between background characteristics of family members and Circumplex family types. Some background characteristics were related to family type, but small cell sizes affected interpretation of findings and had cell sizes been larger, more significant relationships may have been discovered. Fathers' enjoyment of being with friends and his occupation were related to family type, but specific analyses could not be made because of cell size. In addition, a relationship was found between father's marital status and family type. Married, not previously divorced fathers, were more likely to be in the balanced family type. Mother's satisfaction with living arrangement and whether there was an agreement with the adult child about the arrangement were related to family type. Mothers satisfied with their living arrangement were

more likely in flexibly separated or flexibly connected families. The relationship between agreement with the adult child and family type was not significantly strong. Background characteristics of the adult child were not related to Circumplex family type.

Conclusions

Based on the findings of this study, adult child families appear to be as diverse as other families in the population. The family members who participated in this study were similar in their evaluation of their family's functioning, although there were differences between parents and adult children in their perception of their family's cohesiveness and adaptability. While over 50 percent of mothers, fathers, and adult children perceived their family to be balanced on family cohesion and adaptability, adult children just as often saw their family as extremely low on these dimensions (disengaged and rigid). Low emotional bonding between family members and poorly defined boundaries characterize disengaged families, and those resistant to changes in family relationships are rigid. Mothers and fathers, on the other hand, saw their families as balanced on cohesion and higher on adaptability than adult children. Families, as perceived by parents, were balanced on emotional bonding and autonomy of family members, and open to change in family relationships.

Family cohesion and family adaptability were related

to family members' perception of their family as well as themselves as individuals. Perceived family cohesion by family members was related to a greater extent than family adaptability to perceptions of family satisfaction and functioning and to the way individuals perceived themselves on the variables of self-esteem, nurturance, authoritarianism, and locus of control. Perceptions of adult children on individual system characteristics were more related to family cohesion than they were for parents. Perceived family adaptability was not as much an indicator as family cohesion of perception of family functioning or individual system characteristics.

In the analysis of background characteristics and level of family cohesion, family adaptability, and Circumplex family type, no significant profile of family members in adult child families emerged. Other statistical analyses may have produced more meaningful results, or other variables may have been more descriptive of adult child family members.

Limitations of Study

The following are limitations of this study:

1. The total number of families who participated in the study was 49, which contained 126 individual family members. A larger sample for a descriptive study is preferred for more representativeness of the population being studied.

2. The small n of fathers, mothers, and adult children, combined with varied numbers of missing cases, increases the possibility of sampling error and may have affected group comparisons in the statistical analyses. In particular, the analyses of variables for fathers was affected by a small n (n = 27) and missing cases.
3. The reliability coefficient of a few scales were too low, making interpretation of findings for some family members tentative. In addition, six questions from one scale were dropped to improve scale reliability. This scale, however, did not have a high enough reliability for some respondents.
4. More diversity is needed in respondents to increase representativeness of adult child families in the study. Family members tended to be white, Baptist, educated, in families with a relatively high income, and to live in rural Oklahoma.
5. Only one method was used to study the family members on the variables identified for study. A multimethod approach would have provided more insight into individual and family functioning.
6. The type of research in this study was descriptive and ex post facto in nature, which contributes to less rigorous research.
7. Random sampling was not done, which would have

provided a broader sample of the population for the study, and less chance of data collected from biased subjects. Only volunteers were used in this study.

8. There was a significant amount of missing information on Background Information Forms.

Instructions for completion of the forms may have been unclear and/or the lengthiness of the instrument may have discouraged respondents' providing complete information.

9. The unit of analysis was the individual, rather than the family as a single unit.

10. Although each individual family member was studied on the hypotheses set forth, statistical comparisons of adult child family members' perceptions of their family and themselves would have provided more insight into the functioning of adult child families.

Recommendations and Problems for Further Study

The following recommendations are made based on the findings of this study:

1. Studies with larger samples are needed to describe with more assurance adult child families and family interactions.
2. Comparisons of individual characteristics of adult

child sons and adult child daughters living in their parents' home would contribute to identification of any gender differences in this phenomenon.

3. Comparisons of families with never moving adult children and adult children who have moved and returned to their parents' home would provide insight into similarities and differences in these families and individual family members.
4. Comparisons of single parent families and married couple families are important to understanding roles and responsibilities in these families.
5. Studying ethnically different adult child families on developmental expectations and family traditions would be helpful to examining the phenomenon of adult child families in the general population.

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APPENDIXES

APPENDIX A
REQUEST FOR PARTICIPATION
IN STUDY

THE ADA BAPTIST



in concert

SATURDAY - JUNE 18

7:00 P. M.

First Baptist Church
Ada

SIGN UP NOW!

Youth Camp
WHERE...
FALLS CREEK
When . . .
High School
July 11-16, 1988
Middle School
July 25-30, 1988
Pastor . . .
High School
Larry Thompson
Middle School
Rod Masteller

\$60-June 6-19
\$70-June 20-July 3
\$10 deposit; bal. July 10



SUMMER SPECIALS
CARING ENOUGH TO CONTACT
June 6 - August 21, 1988

Department	Points	Department	Points
Senior Adult II	398	College	28
Senior Adult III	361	9th & 10th Grade	24
Median Adult I	200	6th Grade	16
Senior Adult I	197	Singles	9
Median Adult IV	58	First Grade	2



SHERRI LYNNE MATHES
and
STEVEN MATTHEW MILLSAP
invite you to share with them
their celebration of Christian Marriage
Saturday, June 18, 1988
11:00 A. M.
Southside Baptist Church
Gainesville, Texas

BOOMERANG KIDS

I am seeking families to participate in a research study which I am conducting as a part of my doctoral work in Family Relations and Child Development at OSU. My study concerns families with adult children (18 and over) who live at home--both adult children who have never left home and those who have left and returned. I am asking for thirty minutes of your time to complete a questionnaire and provide some background information. Responses will be completely confidential. If you would be willing or know anyone who might be willing to participate, please contact me at 436-2864 or 332-8000, e. 405. Thank you,
Carol Bridges

MARK YOUR CALENDAR

SIGN-LANGUAGE CLASS - 6:00 P. M. Wednesday, Room 224 (behind old auditorium) for children and parents or anyone else --Linda Dyer, leader
PRAYER MEETING - RINARD CHAPEL
June 22 - Pastor - Lordship of Christ, Part III
June 29 - Jay Keel
LORD'S SUPPER - June 26 in Evening Service

SUMMER MUSIC ACTIVITIES FOR KIDS
CALENDAR
June 21 - August 7

Tuesday		Thursday	
21		23	
S. M. A. K.		S. M. A. K.	
10:00-11:00		10:00-11:00	
28		30	
N O S. M. A. K. T H I S W E E K !			
Tuesday		Thursday	
5		7	
S. M. A. K.		S. M. A. K.	
10:00-11:00		10:00-11:00	
12		14	
S. M. A. K.		S. M. A. K.	
10:00-11:00		10:00-11:00	
(1-3 Graders in Camp This Week)			
19		21	
S. M. A. K.		S. M. A. K.	
10:00-11:00		10:00-11:00	
26		28	
S. M. A. K.		S. M. A. K.	
10:00-11:00		10:00-11:00	
(4-6 Graders in Camp This Week)			
Tuesday		Thursday	
2		4	
S. M. A. K.		S. M. A. K.	
10:00-11:00		Picnic!	
		10:00-11:30	
SUNDAY AUGUST 7 - S.M.A.K. PROGRAM 6:00 P. M.			

BOOMERANG KIDS

I am seeking families to participate in a research study which I am conducting as a part of my doctoral work in Family Relations and Child Development at Oklahoma State University. My study concerns families with adult children (18 years of age and over) who live at home - both adult children who have never left home and those who have left and returned. I am asking for about thirty minutes of your time to complete a questionnaire and some background information. Responses will be completely confidential. If you would be willing, or know anyone who might be willing to participate, please contact me at 436-2864 or 332-8000, ext. 405.

Thank you,

Carol Bridges

APPENDIX B

AGENCY CONSENT LETTER

Dear Family Members,

I am seeking families to participate in a research study which I am doing as a part of my education in Family Relations and Child Development at Oklahoma State University.

My study is about families with adult children (18 years of age and over) who live at home with their parents. I am interested in learning about families which have adult children (who are not in high school or college) who have never left their parent's home and those who have left and returned to live.

I am asking for about thirty minutes of your time to complete a questionnaire and provide some background information. Your information and answers will be completely confidential.

If you would be willing to complete the questionnaire and background information form, please fill in the information below. I will be in contact with you by mail or telephone in a few weeks. I would very much appreciate your help.

Thank you,

Carol Bridges

Name _____

Address _____

City and Zip Code _____

Telephone Number Where You Can Be Reached _____

APPENDIX C

LETTERS FOR PERMISSION
TO USE INSTRUMENTS

MARRIAGE AND FAMILY INVENTORIES PROJECT
Inventories Developed by Olson and Colleagues

ABSTRACT ON PROPOSED STUDY*

NAME:	<u>Carol J. Bridges</u>	PHONE:	<u>405-332-8000 x.405</u> or 405-436-2864
AFFILIATION:	<u>Oklahoma State University</u>		
ADDRESS:	<u>Department of Family Rela-</u> <u>tions and Child Development, Oklahoma</u> <u>State University</u>	ABSTRACT DATE:	<u>December 1, 1986</u>
		START DATE:	<u>July 1988</u>
CITY:	<u>Stillwater</u>	COMPLETION DATE:	<u>May 1989</u>
STATE:	<u>Oklahoma</u>	DISSERTATION PROJECT:	(X) Yes
ZIP:	<u>74078-0337</u>		() No

TITLE OF PROJECT: Cohesion, Adaptability, Communication, Satisfaction, and Characteristics of Families with Adult Children Living at Home

BRIEF DESCRIPTION:

Increasing numbers of adult children are choosing not to leave their homes of origin, or are returning to live with their parents. Study of adult child families on the dimensions of cohesion and adaptability may provide insight into the types of families who allow their adult children to return home. The Circumplex Model may also provide a mechanism for determining how personal (individual system), interpersonal (family system), and external (extra-family system) characteristics affect cohesion and adaptability within the family.

THEORETICAL VARIABLES:

Circumplex Variables

TYPE OF GROUP(S): Families with adult children (18 years of age and older) living in the home, who have never left or who have returned

SAMPLE SIZES: 50 Families

DESIGN: Descriptive-Correlational

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

- 1. Family Inventory of Resources for Management (FIRM)
(McCubbin, Comeau & Harkins)
- 2. Self-Esteem Scale (Rosenberg)
- 3. California F Scale (Adorno et al.)
- 4. Rotter's Internal-External Locus of Control Scale
- 5. Nurturance Scale (Developed for this research)
- 6. Independence Scale (Developed for this research)
- 7. Family and Individual Background Information
(Developed for this research)

Do you wish to be kept on our mailing list?

☒ Yes

☐ No



UNIVERSITY OF MINNESOTA
TWIN CITIES

Family Social Science
290 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 625-7250

PERMISSION TO USE FAMILY INVENTORIES

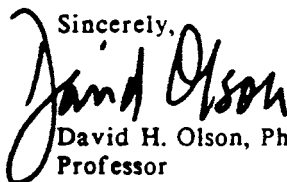
I am pleased to give you permission to use the instruments included in **Family Inventories**. You have my permission to duplicate these materials for your clinical work, teaching, or research project. You can either duplicate the materials directly from the manual or have them retyped for use in a new 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, thesis, 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

DHO:vmw

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



UNIVERSITY OF MINNESOTA
TWIN CITIES

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

July 10, 1989

Carol J. Bridges
527 South Highland St.
Ada, OK 74820

Dear Ms. Bridges,

I hope that your dissertation research is going well. It is a very timely topic.

From your letter, I gathered that you wish to use the whole ENRICH scale with the parent population identified by your research project, perhaps in a clinical rather than research setting. I will discuss two options that you could pursue:

1) If you wish to use the whole ENRICH scale, you will have to go through the PREPARE/ENRICH office (1-800-331-1661). The reason for this is that hand-scoring procedures have only been developed for the Marital Satisfaction and Marital Communication subscales of the ENRICH, for research purposes only. When the scale is used for clinical purposes, the completed questionnaires are sent back to the P/O office for computer scoring. A detailed feedback form is then generated, which provides the basis for the counseling session. Of course, a fee is involved, which the clients are usually asked to cover. The P/O office will be glad to give you the details.

2) A cheaper and less time-consuming option would be to use the PAIR Inventory, also developed by Dr. Olson. It is shorter, and can be hand scored. It assesses several aspects of intimacy. An article describing it and an order form are enclosed, in case you are interested.

I hope that this helps to clarify the policy of Dr. Olson concerning the use of the ENRICH. If I have misunderstood your letter, or if you have any questions, please feel free to contact me at the address or phone number above. Thank you for writing to us.

Sincerely,

A handwritten signature in cursive script that reads "Fern Graber DeRubeis".

Fern Graber DeRubeis, M.A.
Project Coordinator

Enc.: PAIR Article
M&FI Brochure

CAROL J. BRIDGES
527 SOUTH HIGHLAND STREET
ADA, OKLAHOMA 74820

BUSINESS (405) 332-8000
RESIDENCE (405) 436-2864

JUN 01 1989

May 24, 1989

Princeton University Press
41 William Street
Princeton, New Jersey 08540

To Whom It May Concern:

I am a doctoral student at Oklahoma State University, Stillwater, Oklahoma and am doing research on adult child families. Self-esteem is a variable I will be including in my study and I would like to use Rosenberg's (1965) Self-Esteem Scale as a part of my research instrument.

Since your company has rights for Rosenberg's Self-Esteem Scale, I am requesting permission to reprint the scale in a questionnaire which will be mailed to my sample population.

Thank you for your attention to this matter. If further information is needed, you may reach me at the above telephone number and/or address.

Sincerely,

Carol J. Bridges

Carol J. Bridges

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*PLEASE USE THE FOLLOWING SCHEDULE

☒ DOES NOT HOLD THE RIGHTS. PLEASE APPLY TO:

Joe Palatine
Permissions Manager
6/28/89

APPENDIX D

ADULT CHILD FAMILY

SURVEY FORMS

Adult Child Family Survey



Confidential

Please do not put your name on this form

Date: _____ I.D. _____

Mother Father
(circle one)

PARENT FORM

- I. The following statements describe how family members interact with each other. For each statement, circle the number that describes your family now.

1	2	3	4	5
Almost Never	Once In A While	Sometimes	Frequently	Almost Always

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Family members ask each other for help. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | In solving problems, the children's suggestions are followed. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | We approve of each other's friends. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Children had a say in their discipline. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | We like to do things with our immediate family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Different persons act as leaders in our family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Family members feel closer to other family members than to people outside the family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Our family changes its way of handling tasks. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Family members like to spend their free time with each other. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Parent(s) and children discussed punishment together. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Family members feel very close to each other. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | The children make the decisions in our family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | When our family gets together for activities, everybody is present. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Rules change in our family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | We can easily think of things to do together as a family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | We shift household responsibilities from person to person. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Family members consult other family members on their decisions. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | It is hard to identify the leader(s) in our family. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | Family togetherness is very important. |
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | It is hard to tell who does which household chores. |

2

II. The following statements relate to how satisfied you are with your family. For each statement, circle the number which indicates how satisfied you are.

1	2	3	4	5
Dissatisfied	Somewhat Dissatisfied	Generally Satisfied	Very Satisfied	Extremely Satisfied

- 1 2 3 4 5 With how close you feel to the rest of your family?
- 1 2 3 4 5 With your ability to say what you want in your family?
- 1 2 3 4 5 With your family's ability to try new things?
- 1 2 3 4 5 With how often parents make decisions in your family?
- 1 2 3 4 5 With how much mother and father argue with each other?
- 1 2 3 4 5 With how fair the criticism is in your family?
- 1 2 3 4 5 With the amount of time you spend with your family?
- 1 2 3 4 5 With the way you talk together to solve family problems?
- 1 2 3 4 5 With your freedom to be alone when you want to?
- 1 2 3 4 5 With how strictly you stay with who does what chores in your family?
- 1 2 3 4 5 With your family's acceptance of your friends?
- 1 2 3 4 5 With how clear is it what your family expects of you?
- 1 2 3 4 5 With how often you make decisions as a family, rather than individually?
- 1 2 3 4 5 With the number of fun things your family does together?

III. The following statements relate to the resources your family has available in the management of family life. For each statement, circle the number that best describes your family situation.

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					In our family some members have many responsibilities while others don't have enough.
1 2 3 4 5					When we face a problem, we look at the good and bad of each possible solution.
1 2 3 4 5					Our family is under a lot of emotional stress.
1 2 3 4 5					Our family is as well adjusted as any family in this world can be.
1 2 3 4 5					When we need something that can't be postponed, we have money in savings to cover it.
1 2 3 4 5					We seem to be happier with our lives than many families we know.
1 2 3 4 5					Our relatives are willing to listen to our problems.
1 2 3 4 5					The members of our family respect one another.
1 2 3 4 5					It is hard to get family members to cooperate with each other.
1 2 3 4 5					Being sad or down is a problem in our family.
1 2 3 4 5					We worry about how we would cover a large unexpected bill (for home, auto repairs, etc. for about \$100).
1 2 3 4 5					Friends seem to enjoy coming to our house for visits.
1 2 3 4 5					Our relatives do and say things to make us feel appreciated.
1 2 3 4 5					Family members understand each other completely.
1 2 3 4 5					We discuss our decisions with other family members before carrying them out.
1 2 3 4 5					Sometimes we feel we don't have enough control over the direction our lives are taking.
1 2 3 4 5					There are times when we do not feel a great deal of love and affection for each other.
1 2 3 4 5					We feel we are financially better off now than we were 5 years ago.
1 2 3 4 5					We try to keep in touch with our relatives as much as possible.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
1 2 3 4 5	Many things seem to interfere with family members being able to share concerns.			
1 2 3 4 5	No one could be happier than our family when we are together.			
1 2 3 4 5	In our family we understand what help we can expect from each other.			
1 2 3 4 5	We get great satisfaction when we can help out one another in our family.			
1 2 3 4 5	Certain members of our family do all the giving, while others do all the taking.			
1 2 3 4 5	We seem to have little or no problem paying our bills on time.			
1 2 3 4 5	We feel our family is a perfect success.			
1 2 3 4 5	The members of our family are known to be good citizens and neighbors.			
1 2 3 4 5	Our relatives seem to take from us, but give little in return.			
1 2 3 4 5	If our family has faults, we are not aware of them.			
1 2 3 4 5	Many times we feel we have little influence over the things that happen to us.			
1 2 3 4 5	No matter what happens to us we try to look at the bright side of things.			
1 2 3 4 5	We have to nag each other to get things done.			
1 2 3 4 5	We have written checks knowing there wasn't enough money in the account to cover it.			
1 2 3 4 5	We make an effort to help our relatives when we can.			
1 2 3 4 5	There are times when family members do things that make other members unhappy.			
1 2 3 4 5	We seem to put off making decisions.			
1 2 3 4 5	Members of our family are encouraged to have their own interests and abilities.			
1 2 3 4 5	We have the same problems over and over--we don't seem to learn from past mistakes.			

IV. The following statements relate to how family members in the household communicate with each other. Circle the number that best describes how you feel about your communication with your adult child or adult step-child.

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					I can discuss my beliefs with my child without feeling restrained or embarrassed.
1 2 3 4 5					Sometimes I have trouble believing everything my child tells me.
1 2 3 4 5					My child is always a good listener.
1 2 3 4 5					I am sometimes afraid to ask my child for what I want.
1 2 3 4 5					My child has a tendency to say things to me which would be better left unsaid.
1 2 3 4 5					My child can tell how I'm feeling without asking.
1 2 3 4 5					I am very satisfied with how my child and I talk together.
1 2 3 4 5					If I were in trouble, I could tell my child.
1 2 3 4 5					I openly show affection to my child.
1 2 3 4 5					When we are having a problem, I often give my child the silent treatment.
1 2 3 4 5					I am careful about what I say to my child.
1 2 3 4 5					When talking to my child, I have a tendency to say things that would be better left unsaid.
1 2 3 4 5					When I ask questions, I get honest answers from my child.
1 2 3 4 5					My child tries to understand my point of view.
1 2 3 4 5					There are topics I avoid discussing with my child.
1 2 3 4 5					I find it easy to discuss problems with my child.
1 2 3 4 5					It is very easy for me to express all my true feeling to my child.
1 2 3 4 5					My child nags/bothers me.
1 2 3 4 5					My child insults me when she or he is angry with me.
1 2 3 4 5					I don't think I can tell my child how I really feel about some things.

6

V. The following statements relate to your satisfaction with your marriage. If you are currently married and living with your husband or wife, please respond to the statements by circling the number that most closely describes your marriage.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
1 2 3 4 5	I am not pleased with the personality characteristics and personal habits of my partner.			
1 2 3 4 5	I am very happy with how we handle role responsibilities in our marriage.			
1 2 3 4 5	I am not happy about our communications and feel my partner does not understand me.			
1 2 3 4 5	I am very happy about how we make decisions and resolve conflicts.			
1 2 3 4 5	I am unhappy about our financial position and the way we make financial decisions.			
1 2 3 4 5	I am very happy with how we manage our leisure activities and the time we spend together.			
1 2 3 4 5	I am very pleased about how we express affection and relate sexually.			
1 2 3 4 5	I am not satisfied with the way we each handle our responsibilities as parents.			
1 2 3 4 5	I am dissatisfied about our relationship with my parents, in-laws, and/or friends.			
1 2 3 4 5	I feel very good about how we each practice our religious beliefs and values.			

VI. The following statements have to do with how you see yourself. For each statement, circle the number that most closely describes you and/or how you feel.

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					Obedience and respect for authority are the most important virtues children should learn.
1 2 3 4 5					I have often found that what is going to happen will happen.
1 2 3 4 5					I make my own decisions.
1 2 3 4 5					I show a great deal of affection toward others.
1 2 3 4 5					On the whole, I am satisfied with myself.
1 2 3 4 5					Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
1 2 3 4 5					Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
1 2 3 4 5					I avoid responsibilities and obligations.
1 2 3 4 5					I sympathize with others who are hurt or sick.
1 2 3 4 5					In the long run the bad things that happen to us are balanced by the good ones.
1 2 3 4 5					I am able to do things as well as most other people.
1 2 3 4 5					There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his or her parents.
1 2 3 4 5					In my case getting what I want has little or nothing to do with luck.
1 2 3 4 5					I do what others expect me to do even if I am reluctant to do so.
1 2 3 4 5					I help friends when they are in trouble.
1 2 3 4 5					Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
1 2 3 4 5					At times I think I am no good at all.
1 2 3 4 5					When a person has a problem or worry, it is best for him or her not to think about it, but to keep busy with more cheerful things.

Thank You

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Adult Child Family Survey



Confidential

Please do not put your name on this form

Date: _____ I.D. _____

Son Daughter
(circle one)

ADULT DAUGHTER/SON FORM

I. The following statements describe how family members interact with each other. For each statement, circle the number that describes your family now.

	1	2	3	4	5	
	Almost	Once In A	Sometimes	Frequently	Almost	
	Never	While			Always	
1 2 3 4 5						Family members ask each other for help.
1 2 3 4 5						In solving problems, the children's suggestions are followed.
1 2 3 4 5						We approve of each other's friends.
1 2 3 4 5						Children had a say in their discipline.
1 2 3 4 5						We like to do things with our immediate family.
1 2 3 4 5						Different persons act as leaders in our family.
1 2 3 4 5						Family members feel closer to other family members than to people outside the family.
1 2 3 4 5						Our family changes its way of handling tasks.
1 2 3 4 5						Family members like to spend their free time with each other.
1 2 3 4 5						Parent(s) and children discussed punishment together.
1 2 3 4 5						Family members feel very close to each other.
1 2 3 4 5						The children make the decisions in our family.
1 2 3 4 5						When our family gets together for activities, everybody is present.
1 2 3 4 5						Rules change in our family.
1 2 3 4 5						We can easily think of things to do together as a family.
1 2 3 4 5						We shift household responsibilities from person to person.
1 2 3 4 5						Family members consult other family members on their decisions.
1 2 3 4 5						It is hard to identify the leader(s) in our family.
1 2 3 4 5						Family togetherness is very important.
1 2 3 4 5						It is hard to tell who does which household chores.

II. The following statements relate to how satisfied you are with your family. For each statement, circle the number which indicates how satisfied you are.

1	2	3	4	5
Dissatisfied	Somewhat Dissatisfied	Generally Satisfied	Very Satisfied	Extremely Satisfied

- 1 2 3 4 5 With how close you feel to the rest of your family?
- 1 2 3 4 5 With your ability to say what you want in your family?
- 1 2 3 4 5 With your family's ability to try new things?
- 1 2 3 4 5 With how often parents make decisions in your family?
- 1 2 3 4 5 With how much mother and father argue with each other?
- 1 2 3 4 5 With how fair the criticism is in your family?
- 1 2 3 4 5 With the amount of time you spend with your family?
- 1 2 3 4 5 With the way you talk together to solve family problems?
- 1 2 3 4 5 With your freedom to be alone when you want to?
- 1 2 3 4 5 With how strictly you stay with who does what chores in your family?
- 1 2 3 4 5 With your family's acceptance of your friends?
- 1 2 3 4 5 With how clear is it what your family expects of you?
- 1 2 3 4 5 With how often you make decisions as a family, rather than individually?
- 1 2 3 4 5 With the number of fun things your family does together?

III. The following statements relate to the resources your family has available in the management of family life. For each statement, circle the number that best describes your family situation.

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					In our family some members have many responsibilities while others don't have enough.
1 2 3 4 5					When we face a problem, we look at the good and bad of each possible solution.
1 2 3 4 5					Our family is under a lot of emotional stress.
1 2 3 4 5					Our family is as well adjusted as any family in this world can be.
1 2 3 4 5					When we need something that can't be postponed, we have money in savings to cover it.
1 2 3 4 5					We seem to be happier with our lives than many families we know.
1 2 3 4 5					Our relatives are willing to listen to our problems.
1 2 3 4 5					The members of our family respect one another.
1 2 3 4 5					It is hard to get family members to cooperate with each other.
1 2 3 4 5					Being sad or down is a problem in our family.
1 2 3 4 5					We worry about how we would cover a large unexpected bill (for home, auto repairs, etc. for about \$100).
1 2 3 4 5					Friends seem to enjoy coming to our house for visits.
1 2 3 4 5					Our relatives do and say things to make us feel appreciated.
1 2 3 4 5					Family members understand each other completely.
1 2 3 4 5					We discuss our decisions with other family members before carrying them out.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
1 2 3 4 5	Sometimes we feel we don't have enough control over the direction our lives are taking.			
1 2 3 4 5	There are times when we do not feel a great deal of love and affection for each other.			
1 2 3 4 5	We feel we are financially better off now than we were 5 years ago.			
1 2 3 4 5	We try to keep in touch with our relatives as much as possible.			
1 2 3 4 5	Many things seem to interfere with family members being able to share concerns.			
1 2 3 4 5	No one could be happier than our family when we are together.			
1 2 3 4 5	In our family we understand what help we can expect from each other.			
1 2 3 4 5	We get great satisfaction when we can help out one another in our family.			
1 2 3 4 5	Certain members of our family do all the giving, while others do all the taking.			
1 2 3 4 5	We seem to have little or no problem paying our bills on time.			
1 2 3 4 5	We feel our family is a perfect success.			
1 2 3 4 5	The members of our family are known to be good citizens and neighbors.			
1 2 3 4 5	Our relatives seem to take from us, but give little in return.			
1 2 3 4 5	If our family has faults, we are not aware of them.			
1 2 3 4 5	Many times we feel we have little influence over the things that happen to us.			

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					No matter what happens to us we try to look at the bright side of things.
1 2 3 4 5					We have to nag each other to get things done.
1 2 3 4 5					We have written checks knowing there wasn't enough money in the account to cover it.
1 2 3 4 5					We make an effort to help our relatives when we can.
1 2 3 4 5					There are times when family members do things that make other members unhappy.
1 2 3 4 5					We seem to put off making decisions.
1 2 3 4 5					Members of our family are encouraged to have their own interests and abilities.
1 2 3 4 5					We have the same problems over and over--we don't seem to learn from past mistakes.

IV. THE FOLLOWING STATEMENTS RELATE TO HOW FAMILY MEMBERS COMMUNICATE WITH EACH OTHER.

If your mother or step-mother lives in the household, please respond to the following statements. For each statement, circle the number that most nearly describes your communication with your mother or step-mother.

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					I can discuss my beliefs with my mother without feeling restrained or embarrassed.
1 2 3 4 5					Sometimes I have trouble believing everything my mother tells me.
1 2 3 4 5					My mother is always a good listener.
1 2 3 4 5					I am sometimes afraid to ask my mother for what I want.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
1 2 3 4 5	My mother has a tendency to say things to me which would be better left unsaid.			
1 2 3 4 5	My mother can tell how I'm feeling without asking.			
1 2 3 4 5	I am very satisfied with how my mother and I talk together.			
1 2 3 4 5	If I were in trouble, I could tell my mother.			
1 2 3 4 5	I openly show affection to my mother.			
1 2 3 4 5	When we are having a problem, I often give my mother the silent treatment.			
1 2 3 4 5	I am careful about what I say to my mother.			
1 2 3 4 5	When talking to my mother, I have a tendency to say things that would be better left unsaid.			
1 2 3 4 5	When I ask questions, I get honest answers from my mother.			
1 2 3 4 5	My mother tries to understand my point of view.			
1 2 3 4 5	There are topics I avoid discussing with my mother.			
1 2 3 4 5	I find it easy to discuss problems with my mother.			
1 2 3 4 5	It is very easy for me to express all my true feelings to my mother.			
1 2 3 4 5	My mother nags/bothers me.			
1 2 3 4 5	My mother insults me when she is angry with me.			
1 2 3 4 5	I don't think I can tell my mother how I really feel about some things.			

If your father or step-father lives in the household, please respond to the following statements. For each statement, circle the number that best describes your communication with your father or step-father.

1	2	3	4	5	
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree	
1 2 3 4 5					I can discuss my beliefs with my father without feeling restrained or embarrassed.
1 2 3 4 5					Sometimes I have trouble believing everything my father tells me.
1 2 3 4 5					My father is always a good listener.
1 2 3 4 5					I am sometimes afraid to ask my father for what I want.
1 2 3 4 5					My father has a tendency to say things to me which would be better left unsaid.
1 2 3 4 5					My father can tell how I'm feeling without asking.
1 2 3 4 5					I am very satisfied with how my father and I talk together.
1 2 3 4 5					If I were in trouble, I could tell my father.
1 2 3 4 5					I openly show affection to my father.
1 2 3 4 5					When we are having a problem, I often give my father the silent treatment.
1 2 3 4 5					I am careful about what I say to my father.
1 2 3 4 5					When talking to my father, I have a tendency to say things that would be better left unsaid.
1 2 3 4 5					When I ask questions, I get honest answers from my father.
1 2 3 4 5					My father tries to understand my point of view.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- 1 2 3 4 5 There are topics I avoid discussing with my father.
- 1 2 3 4 5 I find it easy to discuss problems with my father.
- 1 2 3 4 5 It is very easy for me to express all my true feelings to my father.
- 1 2 3 4 5 My father nags/bothers me.
- 1 2 3 4 5 My father insults me when he is angry with me.
- 1 2 3 4 5 I don't think I can tell my father how I really feel about some things.

V. The following statements have to do with how you see yourself.
For each statement, circle the number that most closely describes you and/or how you feel.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree

- 1 2 3 4 5 Obedience and respect for authority are the most important virtues children should learn.
- 1 2 3 4 5 I have often found that what is going to happen will happen.
- 1 2 3 4 5 I make my own decisions.
- 1 2 3 4 5 I show a great deal of affection toward others.
- 1 2 3 4 5 On the whole, I am satisfied with myself.
- 1 2 3 4 5 Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
- 1 2 3 4 5 Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- 1 2 3 4 5 I avoid responsibilities and obligations.
- 1 2 3 4 5 I sympathize with others who are hurt or sick.

1	2	3	4	5
Strongly Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Strongly Agree
1 2 3 4 5	In the long run the bad things that happen to us are balanced by the good ones.			
1 2 3 4 5	I am able to do things as well as most other people.			
1 2 3 4 5	There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his or her parents.			
1 2 3 4 5	In my case getting what I want has little or nothing to do with luck.			
1 2 3 4 5	I do what others expect me to do even if I am reluctant to do so.			
1 2 3 4 5	I help friends when they are in trouble.			
1 2 3 4 5	Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.			
1 2 3 4 5	At times I think I am no good at all.			
1 2 3 4 5	When a person has a problem or worry, it is best for him or her not to think about it, but to keep busy with more cheerful things.			
1 2 3 4 5	Many times we might just as well decide what to do by flipping a coin.			
1 2 3 4 5	I say what I think about things, even if others disagree.			
1 2 3 4 5	I do small favors for others.			
1 2 3 4 5	What happens to me is my own doing.			
1 2 3 4 5	I feel that I'm a person of worth, at least on an equal basis with others.			
1 2 3 4 5	People can be divided into two distinct classes: the weak and the strong.			
1 2 3 4 5	It is hard to know whether or not a person really likes you.			
1 2 3 4 5	I can take care of myself.			

Thank You

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APPENDIX E

SCALE AND SUBSCALE ITEMS
AND SCORING DIRECTION

SCALE AND SUBSCALE ITEMS AND SCORING DIRECTION

FACES III

Family Cohesion

- (+) 1. Family members ask each other for help.
- (+) 3. We approve of each other's friends.
- (+) 5. We like to do things with our immediate family.
- (+) 7. Family members feel closer to other family members than to people outside the family.
- (+) 9. Family members like to spend their free time with each other.
- (+) 11. Family members feel very close to each other.
- (+) 13. When our family gets together for activities, everybody is present.
- (+) 15. We can easily think of things to do together as a family.
- (+) 17. Family members consult other family members on their decisions.
- (+) 19. Family togetherness is very important.

Family Adaptability

- (+) 2. In solving problems, the children's suggestions are followed.
- (+) 4. Children had a say in their discipline.
- (+) 6. Different persons act as leaders in our family.
- (+) 8. Our family changes its way of handling tasks.
- (+) 10. Parent(s) and children discussed punishment together.

- (+) 12. The children make the decisions in our family.
- (+) 14. Rules change in our family.
- (+) 16. We shift household responsibilities from person to person.
- (+) 18. It is hard to identify the leader(s) in our family.
- (+) 20. It is hard to tell who does which household chores.

Family Satisfaction

Cohesion

- (+) 1. With how close you feel to the rest of your family?
- (+) 3. With your family's ability to try new things?
- (+) 5. With how much mother and father argue with each other?
- (+) 7. With the amount of time you spend with your family?
- (+) 9. With your freedom to be alone when you want to?
- (+) 11. With your family's acceptance of your friends?
- (+) 13. With how often you make decisions as a family, rather than individually?
- (+) 14. With the number of fun things your family does together?

Adaptability

- (+) 2. With your ability to say what you want in your family?
- (+) 4. With how often parents make decisions in your family?
- (+) 6. With how fair the criticism is in your family?
- (+) 8. With the way you talk together to solve family

problems?

- (+) 10. With how strictly you stay with who does what chores in your family?
- (+) 12. With how clear is it what your family expects of you?

FIRM

Mastery and Health

- (-) 1. In our family some members have many responsibilities while others don't have enough.
- (-) 3. Our family is under a lot of emotional stress.
- (-) 9. It is hard to get family members to cooperate with each other.
- (-) 10. Being sad or down is a problem in our family.
- (-) 16. Sometimes we feel we don't have enough control over the direction our lives are taking.
- (-) 20. Many things seem to interfere with family members being able to share concerns.
- (-) 24. Certain members of our family do all the giving, while others do all the taking.
- (-) 30. Many times we feel we have little influence over the things that happen to us.
- (-) 32. We have to nag each other to get things done.
- (-) 36. We seem to put off making decisions.
- (-) 38. We have the same problems over and over--we don't seem to learn from past mistakes.

Esteem and Communication

- (+) 2. When we face a problem, we look at the good and bad of each possible solution.
- (+) 6. We seem to be happier with our lives than many families we know.
- (+) 8. The members of our family respect one another.

- (+) 12. Friends seem to enjoy coming to our house for visits.
- (+) 15. We discuss our decisions with other family members before carrying them out.
- (+) 22. In our family we understand what help we can expect from each other.
- (+) 23. We get great satisfaction when we can help out one another in our family.
- (+) 27. The members of our family are known to be good citizens and neighbors.
- (+) 31. No matter what happens to us we try to look at the bright side of things.
- (+) 34. We make an effort to help our relatives when we can.
- (+) 37. Members of our family are encouraged to have their own interests and abilities.

Social Desirability

- (+) 4. Our family is as well adjusted as any family in this world can be.
- (+) 14. Family members understand each other completely.
- (-) 17. There are times when we do not feel a great deal of love and affection for each other.
- (+) 21. No one could be happier than our family when we are together.
- (+) 26. We feel our family is a perfect success.
- (+) 29. If our family has faults, we are not aware of them.
- (-) 35. There are times when family members do things that make other members unhappy.

Financial Well-being

- (+) 5. When we need something that can't be postponed, we have money in savings to cover it.

- (-) 11. We worry about how we would cover a large unexpected bill (for home, auto repairs, etc. for about \$100).
- (+) 18. We feel we are financially better off now than we were 5 years ago.
- (+) 25. We seem to have little or no problem paying our bills on time.
- (-) 33. We have written checks knowing there wasn't enough money in the account to cover it.

Extended Family Social Support

- (+) 7. Our relatives are willing to listen to our problems.
- (+) 13. Our relatives do and say things to make us feel appreciated.
- (+) 19. We try to keep in touch with our relatives as much as possible.
- (-) 28. Our relatives seem to take from us, but give little in return.

Parent-Adolescent Communication Scale

Open Family Communication

- (+) 1. I can discuss my beliefs with my child without feeling restrained or embarrassed.
- (+) 3. My child is always a good listener.
- (+) 6. My child can tell how I'm feeling without asking.
- (+) 7. I am very satisfied with how my child and I talk together.
- (+) 8. If I were in trouble, I could tell my child.
- (+) 9. I openly show affection to my child.
- (+) 13. When I ask questions, I get honest answers from my child.
- (+) 14. My child tries to understand my point of

view.

- (+) 16. I find it easy to discuss problems with my child.
- (+) 17. It is very easy for me to express all my true feelings to my child.

Problem Family Communication

- (-) 2. Sometimes I have trouble believing everything my child tells me.
- (-) 4. I am sometimes afraid to ask my child for what I want.
- (-) 5. My child has a tendency to say things to me which would be better left unsaid.
- (-) 10. When we are having a problem, I often give my child the silent treatment.
- (-) 11. I am careful about what I say to my child.
- (-) 12. When talking to my child, I have a tendency to say things that would be better left unsaid.
- (-) 15. There are topics I avoid discussing with my child.
- (-) 18. My child nags/bothers me.
- (-) 19. My child insults me when she is angry with me.
- (-) 20. I don't think I can tell my child how I really feel about some things.

Mother-Adolescent Communication

Open Family Communication

- (+) 1. I can discuss my beliefs with my mother without feeling restrained or embarrassed.
- (+) 3. My mother is always a good listener.
- (+) 6. My mother can tell how I'm feeling without asking.
- (+) 7. I am very satisfied with how my mother and I

talk together.

- (+) 8. If I were in trouble, I could tell my mother.
- (+) 9. I openly show affection to my mother.
- (+) 13. When I ask questions, I get honest answers from my mother.
- (+) 14. My mother tries to understand my point of view.
- (+) 16. I find it easy to discuss problems with my mother.
- (+) 17. It is very easy for me to express all my true feelings to my mother.

Problem Family Communication

- (-) 2. Sometimes I have trouble believing everything my mother tells me.
- (-) 4. I am sometimes afraid to ask my mother for what I want.
- (-) 5. My mother has a tendency to say things to me which would be better left unsaid.
- (-) 10. When we are having a problem, I often give my mother the silent treatment.
- (-) 11. I am careful about what I say to my mother.
- (-) 12. When talking to my mother, I have a tendency to say things that would be better left unsaid.
- (-) 15. There are topics I avoid discussing with my mother.
- (-) 18. My mother nags/bothers me.
- (-) 19. My mother insults me when she is angry with me.
- (-) 20. I don't think I can tell my mother how I really feel about some things.

Father-Adolescent Communication

Open Family Communication

- (+) 1. I can discuss my beliefs with my father without feeling restrained or embarrassed.
- (+) 3. My father is always a good listener.
- (+) 6. My father can tell how I'm feeling without asking.
- (+) 7. I am very satisfied with how my father and I talk together.
- (+) 8. If I were in trouble, I could tell my father.
- (+) 9. I openly show affection to my father.
- (+) 13. When I ask questions, I get honest answers from my father.
- (+) 14. My father tries to understand my point of view.
- (+) 16. I find it easy to discuss problems with my father.
- (+) 17. It is very easy for me to express all my true feelings to my father.

Problem Family Communication

- (-) 2. Sometimes I have trouble believing everything my father tells me.
- (-) 4. I am sometimes afraid to ask my father for what I want.
- (-) 5. My father has a tendency to say things to me which would be better left unsaid.
- (-) 10. When we are having a problem, I often give my father the silent treatment.
- (-) 11. I am careful about what I say to my father.
- (-) 12. When talking to my father, I have a tendency to say things that would be better left unsaid.
- (-) 15. There are topics I avoid discussing with my father.

- (-) 18. My father nags/bothers me.
- (-) 19. My father insults me when he is angry with me.
- (-) 20. I don't think I can tell my father how I really feel about some things.

Marital Satisfaction Subscale (ENRICH)

- (-) 1. I am not pleased with the personality characteristics and personal habits of my partner.
- (+) 2. I am very happy with how we handle role responsibilities.
- (-) 3. I am not happy about our communications and feel my partner does not understand me.
- (+) 4. I am very happy about how we make decisions and resolve conflicts.
- (-) 5. I am unhappy about our financial position and the way we make financial decisions.
- (+) 6. I am very happy with how we manage our leisure activities and the time we spend together.
- (+) 7. I am very pleased about how we express affection and relate sexually.
- (-) 8. I am not satisfied with the way we each handle our responsibilities as parents.
- (-) 9. I am dissatisfied about our relationship with my parents, in-laws, and/or friends.
- (+) 10. I feel very good about how we each practice religious beliefs and values.

Individual System Characteristics

Authoritarianism

- (+) 1. Obedience and respect for authority are the most important virtues children should learn.
- (+) 6. Young people sometimes get rebellious ideas, but as they grow up they ought to get over

them and settle down.

- (+) 12. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his or her parents.
- (+) 18. When a person has a problem or worry, it is best for him or her not to think about it, but to keep busy with more cheerful things.
- (+) 24. People can be divided into two distinct classes: the weak and the strong.
- (+) 30. No weakness or difficulty can hold us back if we have enough will power.

Locus of Control

- (-) 2. I have often found that what is going to happen will happen.
- (+) 7. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- (+) 10. In the long run the bad things that happen to us are balanced by the good ones.
- (+) 13. In my case getting what I want has little or nothing to do with luck.
- (+) 16. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
- (-) 19. Many times we might just as well decide what to do by flipping a coin.
- (+) 22. What happens to me is my own doing.
- (-) 25. It is hard to know whether or not a person really likes you.
- (-) 28. Sometimes I feel that I don't have enough control over the direction my life is taking.
- (+) 31. How many friends you have depends on how nice a person you are.

Independence

- (+) 3. I make my own decisions.

- (-) 8. I avoid responsibilities and obligations.
- (-) 14. I do what others expect me to do even if I am reluctant to do so.
- (+) 20. I say what I think about things, even if others disagree.
- (+) 26. I can take care of myself.

Nurturance

- (+) 4. I show a great deal of affection toward others.
- (+) 9. I sympathize with others who are hurt or sick.
- (+) 15. I help friends when they are in trouble.
- (+) 21. I do small favors for others.
- (-) 27. There are times when I fail to recognize needs in others.

Self-Esteem

- (+) 5. On the whole, I am satisfied with myself.
- (+) 11. I am able to do things as well as most other people.
- (-) 17. At times I think I am no good at all.
- (+) 23. I feel that I'm a person of worth, at least on an equal basis with others.
- (-) 29. All in all, I am inclined to feel that I am a failure.
- (-) 32. I wish I could have more respect for myself.

APPENDIX F

ADULT CHILD FAMILY
INFORMATION FORM

Adult Child Family Information Form



Confidential

Please do not put your name on this form

Date:_____ I.D._____

Only One family member should complete this form

FAMILY BACKGROUND INFORMATION

PLEASE PROVIDE THE FOLLOWING INFORMATION ABOUT YOUR FAMILY (TO BE COMPLETED BY ONLY ONE FAMILY MEMBER).

1. List all the people (including yourself) currently living in your household.

AGE (In Years)	SEX (Circle One)	RELATIONSHIP TO YOU	RATE THEIR HEALTH (Circle One)				EMPLOYED OUTSIDE THE HOME (Circle One)	*HIGHEST GRADE COMPLETED (Write In Number)	**MARITAL STATUS (Circle One)
	M=Male F=Female		Excellent	Good	Fair	Poor	Y=Yes N=No		
	M F	SELF	1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7
	M F		1	2	3	4	Y N		1 2 3 4 5 6 7

***Highest Grade Completed**
 Primary and Secondary School
 1 2 3 4 5 6
 7 8 9 10 11 12
 College, Vo-Tech, Training
 13 14 15 16
 College (Graduate)
 17 18 19 20
 21 22 23 24

****Marital Status**
 1 Single, never married
 2 Single, divorced
 3 Married, live together
 4 Married, separated
 5 Remarried, previously divorced
 6 Remarried, previously widowed
 7 Widowed

FAMILY BACKGROUND INFORMATION

2. List all children (including step-children) not living in the household.

AGE (In Years)	SEX (Circle One)	RELATIONSHIP TO YOU	RATE THEIR HEALTH (Circle One)	EMPLOYED OUTSIDE THE HOME (Circle One)	*HIGHEST GRADE COMPLETED (Write In Number)	**MARITAL STATUS (Circle One)
	M=Male F=Female M F		Excellent Good Fair Poor 1 2 3 4	Y=Yes N=No Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7
	M F		1 2 3 4	Y N		1 2 3 4 5 6 7

***Highest Grade Completed**
 Primary and Secondary School
 1 2 3 4 5 6
 7 8 9 10 11 12
College, Vo-Tech, Training
 13 14 15 16
College (Graduate)
 17 18 19 20
 21 22 23 24

****Marital Status**
 1 Single, never married
 2 Single, divorced
 3 Married, live together
 4 Married, separated
 5 Remarried, previously divorced
 6 Remarried, previously widowed
 7 Widowed

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APPENDIX G

ADULT CHILD BACKGROUND FORM

Adult Child Family

Background Form



Confidential

Please do not put your name on this form

Date: _____ I.D. _____

Son Daughter
(circle one)

ADULT DAUGHTER/SON FORM

BACKGROUND INFORMATION

There are increasing numbers of American families which include adult children. In order to learn more about these types of families, yours and other families are being asked to complete this questionnaire. Your responses will help me to know more about families with adult child members, their structure, interaction, and characteristics.

There are no right or wrong answers to the questions and your responses will be completely confidential. I appreciate your willingness to cooperate with me on this study.

PLEASE ANSWER THE FOLLOWING ITEMS ABOUT YOURSELF AND YOUR FAMILY.

1. How long have you been living with your parent(s) since you returned to their home? Please indicate if you have never lived away from your parents' home.

_____years _____months

_____I have never lived away from my parent(s)
2. Do you consider the current living arrangement to be: (Check One)

_____Temporary (Less than one year)
_____Long-Term (More than one year)
_____Permanent
_____Not Sure
3. When you returned to your parents' home, was there an agreement made between you and your parent(s) about how long you would stay with them? (Check one)

_____Yes

_____No

_____I have never lived away from my parent(s)
4. How satisfied are you with your current living arrangement with your parent(s)? (Check one)

_____Extremely satisfied
_____Generally satisfied
_____Neither satisfied nor dissatisfied
_____Generally dissatisfied
_____Extremely dissatisfied

2

5. What are some of the advantages of living with your parent(s)?

6. What are some of the disadvantages of living with your parent(s)?

7. If you have never lived away from your parents' home, what is the reason(s)? (Check all that apply)

- ☐ Unemployed
☐ I don't earn enough money to support myself
☐ I can't afford to pay rent or buy a home of my own
☐ My parent(s) is financially dependent upon me
☐ My parent(s) is ill and cannot care for him/herself
☐ I am happy living with my parent(s)
☐ I am ill and I need my parent(s) to help take care of me
☐ My parent(s) wants me to live with them and they would be hurt if I moved
☐ My parent(s) would be lonely without me
☐ I feel safe and secure in my parent(s) home
☐ My parent(s) and I take care of each other
☐ I am afraid to be on my own
☐ I have mental and/or emotional problems
☐ I am mentally retarded
☐ My parent(s) can give me the style of life I want, which I would not be able to have if I was on my own
☐ Other (Specify) _____

IF YOU HAVE NEVER LIVED AWAY FROM YOUR PARENTS' HOME, SKIP QUESTIONS 8, 9, and 10.

8. If you have moved out of your parents' home and returned more than once, please indicate your age for each time. Include this time.

	<u>Time 1</u>	<u>Time 2</u>	<u>Time 3</u>	<u>Time 4</u>
	<u>Your Age</u>	<u>Your Age</u>	<u>Your Age</u>	<u>Your Age</u>
Moved Out	_____yrs.	_____yrs.	_____yrs.	_____yrs.
Returned	_____yrs.	_____yrs.	_____yrs.	_____yrs.

9. Indicate your reason(s) for each time you moved out of your parents' home. In the space provided, place the number 1, 2, 3, or 4, which corresponds to each time you moved out. There may be more than one number in each space.

☐ I graduated from high school
☐ I graduated from college
☐ I went into the military service
☐ I quit school
☐ I got married
☐ I wanted to be independent
☐ I did not have enough privacy
☐ Conflict in my family
☐ I got a job
☐ Pressure from my friends
☐ Pressure from other family members
☐ My parent(s) made me move out
☐ It was just the thing to do
☐ I got pregnant
☐ My girlfriend got pregnant
☐ Other (Specify) _____

10. Indicate your reason(s) for each time you returned to your parents' home after you had moved out. In the space provided, place the number 1, 2, 3, or 4, which corresponds to each time you moved out. There may be more than one number in each space.

☐ I wanted to go to college
☐ I didn't like the responsibility of living on my own
☐ I didn't earn enough money to live on
☐ I couldn't afford to continue paying rent
☐ I lost my job
☐ I couldn't find a job
☐ I got a divorce
☐ I separated from my husband or wife
☐ I needed help caring for my child(ren)
☐ I got pregnant
☐ My physical illness
☐ My mental and/or emotional problems
☐ I had a drug problem
☐ I had an alcohol problem
☐ I wanted the style of life my parent(s) could give me
☐ I was afraid to be on my own
☐ I missed my parent(s)
☐ I missed my brother(s) and/or sister(s)
☐ My parent(s) were physically ill
☐ My parent(s) had mental or emotional problems
☐ Pressure from my parent(s)
☐ My parent(s) needed my help
☐ Other (Specify) _____

11. While living in my parents' home, it is my responsibility to:
(Check all that apply)

☐ Follow my parents' rules for the home
☐ Let my parent(s) know my daily schedule
☐ Let my parent(s) know when I will be returning when I go
somewhere away from home
☐ Take care of myself
☐ Respect my parent(s) as a child should
☐ Be grateful for what they are doing for me
☐ Get my parents' permission before inviting friends over
☐ Contribute financially to the household
☐ Pay rent
☐ Pay for food
☐ Share in household chores
☐ Do my own laundry
☐ Share in meal preparation
☐ Other(Specify) _____

12. I believe that parents have responsibility to their adult children
to help provide their basic needs, such as food, shelter, and
clothing. (Check one)

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

13. About how often do you participate in outside activities such as
sports, movies, hobbies...? (Check one)

☐ Once a day
☐ Three times per week
☐ Once per week
☐ Once per month
☐ Rarely
☐ Never

14. I would describe my dating behavior as: (Check one)

☐ Date a lot
☐ Date about average
☐ Date very little
☐ Never date
☐ Never wanted to date

15. I enjoy getting together with friends whenever I can. (Check one)

☐ Agree
☐ Disagree

5

16. What is your current religious preference? (Check one)

<input type="checkbox"/> Agnostic	<input type="checkbox"/> Jewish
<input type="checkbox"/> Baptist	<input type="checkbox"/> Lutheran
<input type="checkbox"/> Catholic	<input type="checkbox"/> Methodist
<input type="checkbox"/> Christian	<input type="checkbox"/> Other Protestant
<input type="checkbox"/> Episcopal	<input type="checkbox"/> Not Listed (Specify) _____

17. How religious would you say you are?

☐ Very religious
☐ Somewhat religious
☐ Religion is not important to me
☐ I am quite opposed to religion

18. OPTIONAL What is your ethnic background? (Check one)

<input type="checkbox"/> Afro-American/Black	<input type="checkbox"/> American Indian
<input type="checkbox"/> Asian-American	<input type="checkbox"/> Spanish Descent
<input type="checkbox"/> Caucasian/White	<input type="checkbox"/> Other(Specify) _____

19. What is your current occupation? (Check one)

☐ Professional, Doctor, Lawyer, Executive
☐ Other Professional, Manager, Teacher, Nurse
☐ Skilled and Construction Trade
☐ Sales, Technician, Clerical
☐ Laborer, Factory Worker, Waitress
☐ General Service Employee
☐ Student
☐ Housewife, Househusband
☐ Retired
☐ Unemployed
☐ Other (Specify) _____

20. YOUR approximate income for the most recent year: (Check one)

☐ Under \$10,000
☐ \$10,001 - \$15,000
☐ \$15,001 - \$25,000
☐ \$25,001 - \$35,000
☐ \$35,001 - \$45,000
☐ Over \$45,000
☐ I have no personal income

6

21. If YOU have personal income, what is the source(s)? (Check all that apply)

- ☐ Employment
- ☐ Social Security
- ☐ Retirement
- ☐ Welfare
- ☐ Child Support
- ☐ Unemployment Compensation
- ☐ Veteran's Benefits
- ☐ Disability Benefits
- ☐ Educational Grant
- ☐ Other (Specify) _____

22. If not employed, how long have you been without work?

- ☐ Number of years ☐ Number of months
- ☐ I have never worked outside the home

23. If not employed, are you currently looking for work? (Check one)

- ☐ Yes
- ☐ No

24. If No, specify the reason _____

25. Are you in an education or training program? (Check one)

- ☐ Yes
- ☐ No

26. If Yes, please specify the school or training program you are in.

Thank You

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APPENDIX H

PARENT BACKGROUND FORM

Adult Child Family

Background Form



Confidential

Please do not put your name on this form

Date: _____ I.D. _____

Mother Father
(circle one)

PARENT FORM

BACKGROUND INFORMATION

There are increasing numbers of American families which include adult children. In order to learn more about these types of families, yours and other families are being asked to complete this questionnaire. Your responses will help me to know more about families with adult child members, their structure, interaction, and characteristics.

There are no right or wrong answers to the questions and your responses will be completely confidential. I appreciate your willingness to cooperate with me on this study.

PLEASE ANSWER THE FOLLOWING ITEMS ABOUT YOURSELF AND YOUR FAMILY.

1. How long has your adult child(ren) been living with you since he/she returned home? If more than one adult child is living with you, list each.

<u>Child 1</u>	<u>Child 2</u>	<u>Child 3</u>
_____ years _____ months	_____ years _____ months	_____ years _____ months
_____ never left home	_____ never left home	_____ never left home

2. If your adult child(ren) has never moved away from your home to live on his/her own, please indicate all reasons that apply. If you have more than one adult child in your home, who has never moved away, place the number 1, 2, 3, etc. in the space provided, which identifies each adult child and the reason(s) s/he has never moved from your home. There may be more than one number in each space.

_____ S/he is unemployed
 _____ S/he doesn't earn enough money to support him/herself
 _____ S/he can't afford to pay rent or buy a home of his/her own
 _____ I am financially dependent upon my adult child
 _____ I am ill and need my adult child to help take care of me
 _____ S/he is ill and needs me to to help take care of him/her
 _____ S/he prefers living with me to living away from me
 _____ I prefer that my adult child live with me
 _____ I would be lonely if my adult child moved out of my home
 _____ S/he needs me to help take care of him/her
 _____ S/he has mental and/or emotional problems
 _____ S/he is mentally retarded
 _____ I want my child to have the style of life I can give him/her, which s/he would not be able to have if s/he was on his/her own
 _____ Other (Specify) _____

3. If your adult child(ren) has returned to your home, after previously moving out, indicate the reason(s) for his/her return. In the space provided, place the number 1, 2, 3, etc., which corresponds to each child and the reason(s) each returned home to live. There may be more than one number in each space.

☐ S/he wanted to go to college
☐ S/he didn't like the responsibility of living on his/her own
☐ S/he didn't earn enough money to live on
☐ S/he couldn't afford to pay rent
☐ S/he lost his/her job
☐ S/he got a divorce
☐ S/he separated from his/her husband or wife
☐ S/he needed help caring for his/her child(ren)
☐ She got pregnant
☐ I am physically ill and need his/her help
☐ I have mental and/or emotional problems and I need my adult child to be with me
☐ S/he has a drug problem
☐ S/he has an alcohol problem
☐ I wanted my adult child to move home in order for them to live better
☐ S/he missed me and wanted to move home
☐ S/he was afraid to be on his/her own
☐ S/he missed his/her brother(s) and/or sister(s)
☐ S/he has physical problems
☐ S/he has mental and/or emotional problems
☐ I needed my adult child in the home to help me
☐ Other (Specify) _____

4. I consider my adult child(ren)'s current living arrangement in my home to be: (Check one)

Child 1

☐ Temporary(Less than 1 yr.)
☐ Long-Term(More than 1 yr.)
☐ Permanent
☐ Not Sure

Child 2

☐ Temporary(Less than 1 yr.)
☐ Long-Term(More than 1 yr.)
☐ Permanent
☐ Not Sure

Child 3

☐ Temporary(Less than 1 yr.)
☐ Long-Term(More than 1 yr.)
☐ Permanent
☐ Not Sure

5. How satisfied are you with your current living arrangement with your adult child(ren)? (Check one)

Child 1

☐ Extremely satisfied
☐ Generally satisfied
☐ Neither satisfied nor dissatisfied
☐ Generally dissatisfied
☐ Extremely dissatisfied

Child 2

☐ Extremely satisfied
☐ Generally satisfied
☐ Neither satisfied nor dissatisfied
☐ Generally dissatisfied
☐ Extremely dissatisfied

Child 3

☐ Extremely satisfied
☐ Generally satisfied
☐ Neither satisfied nor
 dissatisfied
☐ Generally dissatisfied
☐ Extremely dissatisfied

6. When your adult child(ren) returned to your home, was there an agreement made between you and your adult child(ren) about how long he/she would stay? (Check one)

Child 1Child 2Child 3

☐ Yes
☐ No
☐ Never moved

☐ Yes
☐ No
☐ Never Moved

☐ Yes
☐ No
☐ Never Moved

7. What are some of the advantages of your adult children living with you?

8. What are some of the disadvantages of your adult child(ren) living with you?

9. Do you have other adult children who have returned to your home to live, but are not living with you now? (Check one)

☐ Yes
☐ No

10. If yes, at what age did he/she return and at what age did he/she move out the last time? List each separately.

<u>Children</u>	<u>Age When Returned</u>	<u>Age When Moved Out</u>
Daughter	_____yrs. old	_____yrs. old
Daughter	_____yrs. old	_____yrs. old
Daughter	_____yrs. old	_____yrs. old
Son	_____yrs. old	_____yrs. old
Son	_____yrs. old	_____yrs. old
Son	_____yrs. old	_____yrs. old

4

11. Did **YOU** ever move out of your own parents' home to live on your own as an adult, and then return to live with them again? (Check one)

☐ Yes
☐ No

IF YOU NEVER MOVED OUT OF YOUR OWN PARENTS' HOME AND RETURNED AS AN ADULT, SKIP QUESTIONS 12, 13, and 14.

12. If yes, how old were you when you moved out and how old were you when you returned? If you moved out and returned more than once, please indicate your age for each time.

	<u>Time 1</u>	<u>Time 2</u>	<u>Time 3</u>	<u>Time 4</u>
	<u>Your Age</u>	<u>Your Age</u>	<u>Your Age</u>	<u>Your Age</u>
Moved	_____yrs.	_____yrs.	_____yrs.	_____yrs.
Returned	_____yrs.	_____yrs.	_____yrs.	_____yrs.

13. Indicate your reason(s) for each time you moved out of your parents' home. In the space provided, place the number 1, 2, 3, or 4, which corresponds to each time you moved out. There may be more than one number in each space.

☐ I graduated from high school
☐ I graduated from college
☐ I quit school
☐ I got married
☐ I went into the military service
☐ I wanted to be independent
☐ I didn't have enough privacy
☐ Conflict in my family
☐ I got a job
☐ Pressure from my friends
☐ Pressure from other family members
☐ My parent(s) made me move out
☐ It was just the thing to do
☐ I got pregnant
☐ My girlfriend got pregnant
☐ Other (Specify) _____

14. Indicate your reason(s) for each time you returned to your parents' home after you had moved out. In the space provided, place the number 1, 2, 3, or 4, which corresponds to each time you moved out. There may be more than one number in each space.

☐ I wanted to go to college
☐ I didn't like the responsibility of living on my own
☐ I didn't earn enough money to live on
☐ I couldn't afford to continue paying rent
☐ I lost my job
☐ I couldn't find a job
☐ I got a divorce
☐ I separated from my husband or wife
☐ I needed help caring for my child(ren)
☐ I got pregnant
☐ My physical illness
☐ My mental and/or emotional problems
☐ I had a drug problem
☐ I had an alcohol problem
☐ I wanted the style of life my parent(s) could give me
☐ I was afraid to be on my own
☐ I missed my parent(s)
☐ I missed my brother(s) and/or sister(s)
☐ My parent(s) were physically ill
☐ My parent(s) had mental or emotional problems
☐ Pressure from my parent(s)
☐ My parent(s) needed my help
☐ Other (Specify) _____

15. It is my expectation that my adult child(ren) living in my home will: (Check all that apply)

☐ Follow the rules we have for our home
☐ Let me know their daily schedule
☐ Abide by a curfew
☐ Be responsible for him/herself
☐ Respect my role as their parent
☐ Relate to me as another adult
☐ Be grateful for what I am doing for him/her
☐ Get my permission before inviting friends over
☐ Contribute financially to the household
☐ Pay rent
☐ Pay for food
☐ Share in household chores
☐ Do his/her own laundry
☐ Share in meal preparation
☐ Other (Specify) _____

16. I believe that parents have a responsibility to their adult child(ren) to help provide their basic needs, such as food, shelter, and clothing. (Check one)

☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

17. If married, how long have you been married to your husband or wife?

_____ years _____ months

18. If married, how would you rate your marriage today? (Check one)

_____ Extremely happy
_____ Generally happy
_____ Neither happy nor unhappy
_____ Generally unhappy
_____ Extremely unhappy

19. If married, how would you rate your marriage prior to your adult child(ren) returning to your home? (Check one)

_____ Extremely happy
_____ Generally happy
_____ Neither happy nor unhappy
_____ Generally unhappy
_____ Extremely unhappy
_____ My adult child(ren) were already in the home when I married my current husband or wife

20. About how often do you participate in outside activities such as sports, movies, hobbies...? (Check one)

_____ Once a day
_____ Three times per week
_____ Once per week
_____ Once per month
_____ Rarely
_____ Never

21. I enjoy getting together with friends whenever I can. (Check one)

_____ Agree
_____ Disagree

22. What is your current religious preference? (Check one)

_____ Agnostic	_____ Jewish
_____ Baptist	_____ Lutheran
_____ Catholic	_____ Methodist
_____ Christian	_____ Other Protestant
_____ Episcopal	_____ Not Listed(Specify) _____

23. How religious would you say you are?

_____ Very religious
_____ Somewhat religious
_____ Religion is not important to me
_____ I am quite opposed to religion

24. **OPTIONAL** What is your ethnic background? (Check one)

☐ Afro-American/Black ☐ American Indian
☐ Asian-American ☐ Spanish Descent
☐ Caucasian/White ☐ Other (Specify) _____

25. What is your current occupation? (Check one)

☐ Professional, Doctor, Lawyer, Executive
☐ Other Professional, Manager, Teacher, Nurse
☐ Skilled and Construction Trade
☐ Sales, Technician, Clerical
☐ Laborer, Factory Worker, Waitress
☐ General Service Employee
☐ Student
☐ Housewife, Househusband
☐ Retired
☐ Unemployed
☐ Other (Specify) _____

26. Your approximate amount of total **FAMILY** income for the most recent year: (Check one)

☐ Under \$10,000
☐ \$10,001 - \$15,000
☐ \$15,001 - \$25,000
☐ \$25,001 - \$35,000
☐ \$35,001 - \$45,000
☐ Over \$45,000

27. **YOUR** approximate income for the most recent year: (Check one)

☐ Under \$10,000
☐ \$10,001 - \$15,000
☐ \$15,001 - \$25,000
☐ \$25,001 - \$35,000
☐ \$35,001 - \$45,000
☐ Over \$45,000
☐ I have no personal income

28. If **YOU** have personal income, what is the source(s)? (Check all that apply)

☐ Employment (job)
☐ Social Security
☐ Retirement Benefits
☐ Welfare
☐ Child Support
☐ Unemployment Compensation
☐ Veteran's Benefits
☐ Disability Benefits
☐ Educational Grant
☐ Other (Specify) _____

8

29. If not employed, how long have you been without work? (Check one)

_____years_____months

_____I have never worked outside the home

30. If not employed, are you currently looking for work? (Check one)

_____Yes

_____No

31. If No, please specify your reason_____

Thank You

APPENDIX I

LETTERS, INSTRUCTIONS, AND
CONSENT FORMS FOR
PARTICIPATION
IN STUDY

Dear Family Members,

Increasing numbers of adult children are choosing not to leave their homes of origin, or are returning to live with their parents. Not much is known about these families which represent a large number of American families at this time.

I am currently a Ph.D. candidate at Oklahoma State University and I am conducting a research study on families, which have adult children living in the home. The enclosed questionnaire is designed to help me to gather information about families with adult children, which will become the basis for my dissertation in family relations and child development.

Completing the questionnaire and background information should take you about thirty minutes. There are questions about the closeness of family members, the ability of the family to change, how family members communicate, and how family members see themselves and each other. The background information will help me to identify characteristics that describe, generally, families with adult children.

I am asking you to complete the questionnaire and return it to me within two weeks. Please use the pre-stamped and addressed envelope provided.

I sincerely and greatly appreciate your contribution to this study. Your help will make it possible to know more about families with adult children living in the home.

Sincerely,

Carol J. Bridges
Doctoral Candidate
(405)436-2864 or
(405)332-8000 ext. 405

Faculty Advisor: David G. Fournier, Ph.D.
Department of Family Relations
and Child Development
(405)624-5061

Dear Family Members:

I have not received your completed questionnaire regarding families with adult sons and/or daughters living in the home with their parent(s). Have you forgotten? or just haven't had the time? I am very much in need of your help to complete my study. I will be happy to answer any questions you may have regarding the questionnaire (332-8000, ext. 405 or 436-2864).

Sincerely,

Carol Bridges

INSTRUCTIONS FOR COMPLETING AND RETURNING QUESTIONNAIRES

1. Each adult daughter and/or son living in the home should complete both the **Adult Child Family Survey Form** and the **Adult Child Family Background Form**. Indicate on the cover of the forms who is completing the form by circling either Son or Daughter.
2. Each parent, mother and/or father, or step-parent, mother or father, living in the home, should complete both the **Adult Child Family Survey Form** and the **Adult Child Family Background Form**. Indicate on the cover of the forms who is completing the form by circling either Mother or Father.
3. Only one family member needs to complete the **Adult Child Family Information Form**.
4. Each family member completing the questionnaires must sign a **Consent for Participation in a Research Project**.
5. Return in the pre-stamped and addressed envelope:
 - a. Completed **Adult Child Family Survey Forms**, **Adult Child Family Background Forms**, and the **Adult Child Family Information Form**; and
 - b. Signed and dated **Consents for Participation in a Research Project**.
6. If you would like to know the findings of the study, please include your name and address with the material you return. The findings will be mailed to you as soon as possible after the project is completed.

All information collected for the study is completely confidential. No names or specific information about a particular family will be identified in the study. The purpose of the study is to describe the general characteristics of families with adult children living at home.

NOTE: Although it is preferable that both parent(s) and adult sons and/or daughters in the family complete the questionnaires, it is perfectly OK if only one or two of the members of the family wishes to participate in the study. Any information received from families with adult children will contribute to the study.

CONSENT FOR PARTICIPATION IN A RESEARCH PROJECT

I voluntarily agree to participate in this research study entitled, Cohesion, Adaptability, Communication and Characteristics of Families with Adult Children Living at Home. I understand that the purpose of this study is to learn more about families with adult children living at home. I also understand that I may answer questions as completely as I feel comfortable; that my and my family's privacy will be protected, and any information I give will be confidential; and that I may withdraw from this study without any consequence to myself or my family.

Date

Adult Son/Daughter

Researcher: Carol J. Bridges
 Doctoral Candidate
 Department of Family Relations
 and Child Development
 Oklahoma State University
 Stillwater, Oklahoma 7478-0337

Faculty Advisor: David G. Fournier, Ph.D.
 Department of Family Relations
 and Child Development
 Oklahoma State University
 Stillwater, Oklahoma 74078-0337

CONSENT FOR PARTICIPATION IN A RESEARCH PROJECT

I voluntarily agree to participate in this research study entitled, Cohesion, Adaptability, Communication and Characteristics of Families with Adult Children Living at Home. I understand that the purpose of this study is to learn more about families with adult children living at home. I also understand that I may answer questions as completely as I feel comfortable; that my and my family's privacy will be protected, and any information I give will be confidential; and that I may withdraw from this study without any consequence to myself or my family.

Date

Parent

Date

Parent

Researcher: Carol J. Bridges
Doctoral Candidate
Department of Family Relations
and Child Development
Oklahoma State University
Stillwater, Oklahoma 74078-0337

Faculty Advisor: David G. Fournier, Ph.D.
Department of Family Relations
and Child Development
Oklahoma State University
Stillwater, Oklahoma 74078-0337

APPENDIX J

ADVANTAGES AND DISADVANTAGES OF ADULT
CHILD LIVING IN PARENTS' HOME
FROM BACKGROUND INFORMATION

BACKGROUND INFORMATION

ADULT SON/DAUGHTER

Disadvantages of Living with Parents

Lack of Privacy

Loss of Personal Independence

1. loss of independence
2. have to tell parents where going/doing
3. obey parent's rules
4. parents treat you like a child
5. feel I am a burden
6. parents tell me what to do
7. trying to please parents
8. parents worry about me
9. driving my mother places
10. people want to know about my personal finances

Loss of Choice in Lifestyle

1. can't bring home who you want
2. feeling of being watched
3. can't have overnight guests
4. can't do what I want
5. no loud or late-night parties
6. I don't want to stay
7. live far away from job

Family Conflict

1. nephew also in home
2. differences of opinion/friction
3. disagree about how to do things

Miscellaneous

1. parents won't give me money
2. none
3. less living space

Advantages of Living with Parents

Financial Benefits

1. financial benefits
2. less expensive
3. no rent
4. less bills, don't pay utilities, don't worry about bills

BACKGROUND INFORMATION

MOTHER/FATHER

Disadvantages of Child in Home

Added Financial Expenses

1. money problems
2. added expenses
3. food expenses
4. son runs up the telephone bill
5. no monetary contribution to the household

More Household Responsibilities

1. messy room/house
2. do more cooking
3. doing laundry
4. more housework
5. child doesn't help with chores

Lack of Privacy

No Disadvantages

Living Space Strained

1. less living space
2. doesn't lock house when she goes out
3. sharing car, telephone, shower
4. car parking
5. coordinating schedules
6. noisier

Family Conflict

1. strain on husband/wife relationship
2. doesn't get along with siblings
3. don't get along
4. child is too carefree

Over-involvement in Child's Life

1. feel guilty child is not on own
2. child takes us for granted
3. feel more responsible for child
4. feel guilty when leave child alone
5. I worry too much about their problems
6. I do too much for my child
7. child is too dependent on me
8. worry when child is late

Advantages of Adult Child in Home

Companionship

Help with Household Chores/Yard/Auto

Financial Benefits for Child

1. shares expenses
2. chance for my child to find a better job
3. child can afford more
4. a chance to help out child financially
5. can control child's finances better
6. help to child to get on his feet
7. don't have to pay out-of-state tuition
8. child can get a college education

Benefits to Parents

1. more security with child in the home
2. helps with younger siblings
3. don't have to buy another car
4. transportation for mother
5. child does auto repairs
6. child watches house when parents away/housesitting
7. plans vacations
8. helps make decisions
9. enjoy child's interesting friends

Relationship with Child

1. get to know child on an adult level
2. explore ideas with a different generation
3. enjoy being a family
4. having a Christian influence on child
5. don't worry about child so much
6. being there for my child when they need me
7. more security for child
8. know where child is and what they are doing
9. can discipline child better
10. child is more dependable
11. can see child daily

None

5. can save a nest egg, can save for a car
6. I can pay off my bills
7. help to go to college
8. no food expense
9. can buy extras such as clothes
10. free cable
11. free phone
12. can share expenses
13. parents give me money

Closer Family Relationship

1. closer relationship with parents
2. having family close-by
3. security
4. friendship/companionship/good company
5. knowing I am needed
6. don't worry about parent
7. see relatives more often
8. doing things with parents
9. knowing parents as adults
10. parents are there when I need them
11. someone to come home to
12. I don't get lonely

Fewer Household Responsibilities

1. no laundry or ironing
2. my meals are prepared
3. my mom is my answering service
4. no dishwashing
5. no cleaning

Miscellaneous

1. help in caring for children
2. I don't have to worry about making big decisions

APPENDIX K

OTHER AND MISCELLANEOUS RESPONSES
ON BACKGROUND INFORMATION

BACKGROUND INFORMATION

MOTHER/FATHER

Occupation

1. Part-time babysitter
2. Part-time Air National Guard

Expectations of Adult Child

1. Fold and put away laundry
2. Care for their own car

ADULT SON/DAUGHTER

Reasons Returned to Parents Home

1. I wanted to know what it was like
2. I got tired of living on my own, so moved back
3. No specific reason
4. I found a job in the state where my parents lived
5. I got into financial trouble
6. It was a stop-over before moving to Oklahoma City
7. I quit college
8. I broke up with a long-term boyfriend
9. I graduated from college and had not found a Job
10. My brother relies on me
11. My parents needed me to be a housesitter
12. My parents needed financial help
13. I didn't like where I was living

Expectations of Adult Child

1. Have complete charge of running the household
2. Purchase all groceries and supplies
3. Pay own phone bill (2 respondents)
4. Do my own ironing

VITA

Carol J. Bridges

Candidate for the Degree of

Doctor of Philosophy

Thesis: COHESION, ADAPTABILITY, COMMUNICATION,
SATISFACTION AND CHARACTERISTICS OF FAMILIES WITH
ADULT CHILDREN LIVING AT HOME

Major Field: Home Economics - Family Relations and Child
Development

Biographical:

Personal Data: Born in Shawnee, Oklahoma, February
18, 1946, daughter of Leroy Wade Bridges and
Dorothy Clark Kemper.

Education: Graduated from U. S. Grant High School,
Oklahoma City, Oklahoma in May 1964; received
Bachelor of Arts degree from Central State
University, Edmond, Oklahoma in July 1968;
received Master of Social Work degree from The
University of Oklahoma, Norman, Oklahoma in May
1975; entered doctoral program in Home Economics,
Family Relations and Child Development at
Oklahoma State University in August 1982.

Professional Experience: Social Worker, Supervisor,
and Assistant County Administrator, Oklahoma
Department of Human Services, Oklahoma County,
Oklahoma City, Oklahoma, 1969-78. Assistant
Professor, East Central University, Department of
Human Resources, Social Work Program, Ada,
Oklahoma, 1978-Present. Member of National
Association of Social Workers, Academy of
Certified Social Workers, American Public Welfare
Association, Oklahoma Health and Welfare
Association, and Licensed Social Worker, State of
Oklahoma.