RELATIONSHIP OF FAMILY STRUCTURE TO ADOLESCENT PERSONALITY

by

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ABSTRACT

Previous research has shown significant relationships between family structure and adolescent achievement, involvement, success, etc. It also is known that the structure of the American family is currently undergoing some rapid and significant changes. This study analyzed the relationship between the structure of a family and specific personality traits of its adolescent members. The sample consisted of one hundred and sixty-two 9th through 12th grade students attending high schools in Oregon. Family structure was measured by using a specifically designed questionnaire. Personality traits were assessed via the standardized Sixteen Personality Factors Questionnaire. Multiple regression analysis revealed that 'sibling order' is a significant predictor of adolescent independence. Other variables related to family structure were not found to contribute to adolescent personality traits.

CHAPTER 1

INTRODUCTION

Importance of the Study

Many attempts have been made to gain an understanding of the effects of family upon its individual members. A variety of notions about the family have formed the basis for many present family traditions and beliefs. In recent years increased effort has been directed toward emperical research to assess the impact this social unit has upon the intellectual, social, and personality development of its members.

Much of the research regarding the influence of the family has dealt with its relationship to scholastic achievement. Research has shown that the home environment is the major predictor of school achievement (Kiefer, 1976). Similarly, many studies have pointed out that higher achievement scores of subjects may be due to a positive self-concept which is highly influenced by positive family and school expectations (Felice, 1978). Still other studies point to the differences in achievement motivation of youth from different family structures (Sauer, Joachim & Wilbichler, 1977). Bell and Bell (1979) point to the influence of family climate on child development.

Although the relationship between family-related variables and academic success has been studied comprehensively, only limited research has been conducted regarding the influence of the family on specific adolescent personality traits. Blatz (1966),

using controlled observation and emperical approaches, reported a high relationship between methods of interaction within the family and feelings of security as exhibited by the adolescents in the family. Jourard and Landsman (1980) cite numerous studies that reveal a close relationship between certain personality traits and mental health. Two studies, one by Fuerst (1965) and another by McKenzie (1965), also suggested that family experiences have positive effects upon the personality.

The changing nature of the American family is well-acknowledged by social scientists. The Bureau of Census data and their report "Household and Family Characteristics", released in 1978 clearly suggests that the basic social unit has undergone a dramatic change in recent years. Their results reveal that between 1970 and 1977 the divorce rate increased by 91%. In 1960 one in seven marriages ended in divorce, whereas in 1978 one in four met the same fate. There is no reason to expect this trend in structure of the American family to be much different in the remaining years of this century. In fact, as the trends indicate, the changes are accelerating every year.

Purpose of the Study

The purpose of this study, therefore, was to investigate the relationship between selected family variables and certain personality traits of adolescents. Variables that were used in relation to family structure included sibling birth order, relationship with natural parents, geographic mobility, attendance at

church, and time spent together as a family. The personality assessment inventoried sixteen first order factors, which later were classified into four second order factors. Multiple regression was used to determine the relationship of these family structure traits to the four second order personality traits.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter is devoted to an examination of studies in the area of family structure and its influence on human personality. Only those studies which will contribute to the overall direction of the present inquiry were reviewed.

Related Research

A multitude of questions regarding the family might be asked. How is the American family changing? How are these changes affecting family members? How is this interaction affecting society in general? Have the changes been basically one of choice or one of chance? What relationships exist between family structure and personality attributes of its members? Are these relationships highly correlated and if so, how does this changing American family affect them? Some of these questions have been partially or satisfactorily answered in previous research.

During the twentieth century a significant portion of the educational research has been directed toward seeking answers to these concerns. Some of the earlier research work dealt with the relationship between family background and personality (Carpenter & Eisenberg, 1938). This early research was one of the first studies into these relationships and produced inconclusive results.

The relationship between the family and school achievement is explored in many studies. A major predictor of school achievement according to Kifer (1976) is the home environment. Felice (1978) found that an interaction of positive family and school expectations resulted in a higher self-concept. Sex differences in family seem to have an effect on self-esteem and adjustment in school (Epstein and McPartland, 1977). Even the decline in Scholastic Aptitude Test Scores has been attributed to the change in the composition of the family (Harneschfeger & Wilery, 1975).

What specific factors regarding the family seem to influence the research findings just mentioned? One basic factor that seems to be common in many findings is in regard to family stability. Continuing relationships with both natural parents is one aspect of family that seems to be related to the stability of the family.

One of the effects upon this stability in the American family is the divorce of the natural parents or the lack of marriage between them. The Bureau of the Census (1978) reports that 18% of the nation's children are now living with a lone parent. They project that 48% of all children born in 1980 will live a considerable time (the average was four years) with only one parent before they reach the age of 18. In actual numbers that would result in more than 12 million children in the United States. This figure is growing at the rate of more than one million a year.

How then does this divorce factor affect the adolescent? Several recent research articles have been released which address this very issue. A very recent release discusses some of the painful and damaging aspects of a family breakup for youngsters (Brown, 1980). "These often include: a deep sense of loss, a feeling of vulnerability to forces beyond one's control, a conflict of loyalties, a life-style modified by financial straits, removal from familiar surroundings, custody battles, temporary neglect by troubled parents, jealousy toward parents' new sexual partners, problems with stepparents, and, occasionally, parent kidnapping."

Other recent research points out similar findings (Scherman, 1979). Some research dealing with companions of nuclear family and single parent families find differences on the social, emotional and cognitive development of children following divorce (Hetherington, Cox & Cox, 1978).

As a result of this increase in the divorce rate the precipitation of related research emerged. One such study revealed that single parents are not parenting as well as dual parents (Flanzer, 1978). Living in a single parent family decreases the chances of high school completion of young women (Shaw, 1979). Still other related research discusses the working mothers impact on adolescents (Grossman, 1979). The issue of changing family patterns and its creation of hardship is also discussed in recent findings (Watts & Skidmore, 1978).

Summary of Research

Where does this previous research lead? It is apparent that it allows us to better understand the impact of the family upon its members. Also at the same time it creates many questions and concerns generated by the new findings. Of particular interest is the recent information regarding the changing structure of the American family and the common relationship of personality to many of the critera reviewed in this search. If significant relationships can be identified that relate family structure to specific factors of personality, then some answers to related questions may result.

What is the important element of family structure that seems to weave through families and separate them by significant factors? The element of family stability immediately comes to mind. This term is ambiguous and, therefore, needs clarification.

In previous research family stability has been defined in terms of families and the number of natural parents present (Shaw, 1979). A close look at this research soon reveals that the term, family stability, may be improper terminology for scientific research. It contains a subjective nature and meets with various interpretations. A better measure of physical variability in families may be better vested in the term, family structure.

Another aspect of family structure is the birth order and family constallations. Well documented and pioneer research shows a definite relationships between birth order and personality (Adler, 1956). Almost daily new research is pointing to the

effect of birth order on the individual's personality. Some of these findings are reported in recent research and include: The dynamics of the one child family (Eiduson, 1976); Sex differences in family and school influence on student outcomes (Epstein and McPartland, 1977); Influence of family climate and family process on child development (Pfouts, 1978); and Family characteristics and achievement effects of birth order and family size (Olneck & Bills, 1977).

Still other studies report the relationships between family mobility and adjustment (DeVanzo, 1976), the family influence on participation in school activities (Cashion & Dager, 1977), and strategies for family impact analysis (Ory, 1978). These studies contribute to the concept that family structure affects the personality of family members.

Implications of Research

The previous literature has indicated that there is a relationship between family structure and achievement. Sibling birth order, family mobility and relationship with natural parents all appear to influence achievement of adolescents. The relationship between personality traits and family structure is not as clearly substantiated.

In the light of the current trend away from the traditional American family and toward one charcterized more by a dynamic structure, will these relationships hold? How closely do these

factors relate to the personality attributes of a family's adolescent members? The present study, therefore, is an outgrowth of this need.

The American family has undergone a transformation that has changed many of its traditional characteristics. By certain standards this change has devalued the importance of the traditional family, and by other perspectives it has actually pointed out the significant role previously played by the family. In any event the family unit impacts American Society in many ways. As discussed, it is believed to account at least partially for achievement differences in adolescents. Several researchers believe that it contributes to differences in personality exhibited by adolescent family members.

Research exploring the relationship between family structure and personality should prove useful to all those interested in the family and its members. Church leaders have expressed concern regarding the changing family and its relationship to mental health and Scripture. Educators are looking at the family and its relationship to achievement, adjustment and success of students. Psychologists, in an attempt to better understand the mental development of individuals, often look to the role the family plays in the development of children. Social workers are interested in uncovering relationships between environment and mental health. Equally interested are parents, for what they may or may not do today may affect their children in a very direct way tomorrow.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology of the present study. Included in this section is a description of the sample, instruments, procedures, and hypotheses.

Sample

One hundred and sixty-two students were asked to participate in the study. The students were selected from the Banks and Forest Grove High Schools and also from the Metro Area 4-H Youth Education Program, all in Northwest Oregon. The sample was drawn in the schools via a cluster sampling technique of required courses. The 4-H members sampled included those students attending the 1980 Portland Metro Area 4-H Teen Retreat. All sampling was on a volunteer basis and was conducted during the Fall of 1980.

The sample completing the inventories was comprised of sixty-six students from Banks High School, forty-six students from Forest Grove Union High School and fifty 4-H members in attendance at the 1980 Portland Metro Area 4-H Teen Retreat. There were sixty-six males and ninety-six females. Sixteen subjects were in the ninth grade, twenty-five in the tenth grade, seventy-six in the eleventh grade and forty-three in the twelfth grade. The ages of the subjects ranged from fourteen to eighteen

with a mean age of 16.14. Table 1 shows the sex and grade distribution by source.

Instruments

Two instruments were used to collect data for this study. The author developed a family structure questionnaire for this study to measure the structure of the family. The second device used in this study was a standardized personality test called the Sixteen Personality Factors Inventory - Form C (Cattell, 1964) and was used to measure personality traits.

Family Structure Questionnaire

The FSQ was developed in the Spring of 1980 to measure aspects of family structure (Appendix A). The first part of the questionnaire contained statements regarding the purpose and procedures to be used in responding to the questions. Additionally it was pointed out that the responses would be held in strict confidence. The students were advised that results of this study would be released to their schools on or before May 20, 1981.

The questionnaire contained twenty-six separate items of two basic response types. One response type asked the student to circle the response that best applies. The other response type requested that the student fill in the correct response..

The first five items established the sex, grade, age, ethnic group, and home environment classification of the respondent. The other items pertained to measuring aspects of the family

TABLE 1

Sample Characteristics

Source	Number	Male	Female	Grade			
				9th	10th	11th	12th
Banks	66	36	30	1	7	20	38
Forest Grove	46	13	33	0	0	44	2
4-H*	50	17	33	15	18	12	3
Total	162	66	96	16	25	76	43

*Some subjects missing grade values

structure. These included measures related to birth order; relationship of the parents; current and past living arrangements; family and respondent income; respondents number of hours of work for wages; respondents use of spending money; ownership of a personal car; frequency of attending church and if so, religious affiliation; mobility of the respondent; frequency of working or playing as a family; and respondents' thoughts of suicide and running away from home.

Of these various aspects of family structure, five were used as predictor variables in this study. The first variable, birth order, was computed from the respondents' list of natural brothers and sisters by age, and a list, also by age, of step brothers and sisters currently living at home. The respondents were classifed into one of four categories: only child, youngest child, oldest child, and middle child.

The operational definitions for these classifications have taken into account gaps of five or more years between siblings' ages. Previous research has shown that gaps of this length diminish the effects of siblings (Adler, 1956). Therefore, only child is described as one that does not have another natural or step sibling currently living under the same roof and also within five years of the subject's age. The youngest child is one, other than only, that does not have a natural or step sibling currently living under the same roof and also within five years younger than the subject. The oldest child was classified

similarly, except they do not have a sibling within five years older. The middle child included all subjects other than only, youngest, and oldest.

Another predictor variable used in the study was the current living arrangements with parents. The respondents were asked to reveal, from a given list of parental figures, those they were currently living with. The information obtained from this response was used to classify the subject as either living with both natural parents, with natural mother and step father, with natural father and step mother, or with a lone parent or parent figure.

Frequency of attending church and number of times the subjects or their family changed residence since the subject's birth were two more predictor variables identified.

The final predictor variable was the frequency that the subject's family played or worked together as a family. The respondent was to select between never; once per month; once per week; or usually.

The FSQ was evaluated for reliability and validity by two Educational Psychology classes at the University of Arizona during the 1980 Spring Semester. Members of one of the classes, the Psychology of Adolescents, reviewed the questionnaire primarily to determine the appropriateness of terms and concepts for an adolescent audience. Several suggestions were gained in regard to syntax. These changes were incorporated and are believed to have increased the validity.

The second group to review the questionnaire was a class of students finishing a semester's study in a course, Measurement for Educational Evaluation. Following this exposure and subsequent critical review, the questionnaire again was tightened up in many ways. It is important to note that nineteen students reviewed the inventory carefully and arrived at some sound recommendations, which were incorporated.

Additional sources of information used to increase the instrument's validity were taken from a textbook dealing with the validity and reliability of questionnaires (Oppenheim, 1966). It was learned that adding more items to the questionnaire also can increase the validity of the instrument. This information resulted in the addition of several questions.

Scales for measuring the results were also reviewed (Shaw & Wright, 1967). This insight into accurate scoring techniques and arrangement of responses is believed to have also increased the validity of the FSQ.

From various angles the issues of reliability and validity of this instrument have been analyzed and adjusted. Reasonable changes were incorporated to increase both the reliability and validity of the questionnaire, and it was judged satisfactory for use.

Personality Questionnaire (16PF)

The standardized Sixteen Personality Factors Questionnaire, Edition R (Cattell, 1969) was used to measure personality traits

of the subjects. Form C was selected and the first page included basic instructions regarding how to complete the questionnaire. These instructions were followed by several examples. The next five pages included 105 questions, each with three responses. In most cases, there were no right or wrong choices, only those that were true for the person responding.

Responses for this inventory were recorded on a one-page answer sheet obtained from The Institute for Personality and Ability Testing. Those students interested in receiving a copy of their personality profile were asked to place their name at the top of their answer sheets. Their individual profile was later returned to their school and shared with the student by the school counselor on an individual basis.

The 16 PF questionnaire determined sixteen primary personality factors. These included warm, sociable versus aloof, stiff; bright versus dull; mature, calm versus immature, unstable; competitive versus mild; happy-go-lucky versus serious; conscientious versus undependable; adventurous versus shy, timid; sensitive versus tough; jealous versus accepting; absent-minded versus practical; sophisticated versus simple; timid versus confident; and radical versus conservative; self-sufficient versus group dependent; controlled versus uncontrolled; and tense versus composed.

The validity and reliability of the standardized 16 PF (Form C) is reported in the IPAT report (Cattell, 1962). This

report indicates that reliabilities range from a low of .71 to a high of .91. The validities range from .84 to .96.

Procedure

The two inventories were given to each of the students; the introductory statements were read; the students then completed both inventories. They recorded responses to the FSQ directly on that form and recorded responses to the 16 PF on a separate response sheet. The students were asked to interpret the questions to the best of their ability and were not assisted with interpretation.

Each of the answer sheets included an identification number which allowed for the two separate instruments to be correlated. This number also provided for identification as to place of origin of the data. Most students completed the forms in thirty minutes to one hour.

The 16 PF was hand scored for the sixteen primary factors. These raw scores were then transferred to Sten scores on the basis of normalized tables taking into account age and sex. These Sten scores were then adjusted for possible motivational distortion on the part of the inventory taker. A complete discussion of the motivational distortion theory may be found in Tabular Supplement No. 2 to the 16 PF Handbook (1969)

Second order factors were then computed by weighing the sixteen primary factors, as outlined in the Tabular Supplement. The second order factors were: Introversion - Q_I; Anxiety - Q_{II};

Emotionality - Q_{III}; and Independence - Q_{IV}. These became the four dependent or criterion variables.

The person who scores low on Factor Q_I tends to be shy, self-sufficient and inhibited in interpersonal contacts. A high-scoring person is socially outgoing, uninhibited, and good at making and maintaining interpersonal contacts.

Persons who score low on Factor Q_{II} tend to be those whose lives are generally satisfying and those who are able to achieve those things that seem to them to be important. In contrast, a high score indicates possible maladjustment and occasionally disruptive performance.

Individuals who score low on Factor Q_{III} are likely to be troubled by pervasive emotionality, and may be of a discouraged, frustrated type. Enterprising, decisive and resilient personalities should score high on this factor.

People who score low on Factor Q_{IV} are group dependent, chastened, passive personalities. Individuals who score high tend to be aggressive, independent, daring, incisive people. They will seek those situations where such behavior is at least tolerated and possibly rewarded.

The family structure data was recorded regarding the subject's birth order, current living arrangements with parents, the number of times they had changed residence since birth, frequency of church attendance, and how often they play or work as a family.

All information was entered on computer data cards and regression analyses were made. These analyses entered the five predictor variables in order of their respective predictive importance. This order was determined by the author to be congruent with the studied research.

The order of entering the independent variables was birth order first, followed by live with, mobility, frequency of church attendance, and frequency of family being together. Separate analyses were run for each of the four dependent personality variables.

Hypotheses

The following four null hypotheses were tested at .01 level of significance:

1. There is no relationship between the personality factor (Independence) and five components of family structure including birth order, live with, mobility, church frequency, and frequency of working and playing as a family.
2. There is no relationship between the personality factor (Emotionality) and five components of family structure.
3. There is no relationship between the personality factor (Introversion) and five components of family structure.
4. There is no relationship between the personality factor (Anxiety) and five components of family structure.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the study and substantiates previously stated hypotheses in the light of obtained results.

Results

Descriptive statistics, including the mean and standard deviation for the dependent variables may be found in Appendix B. These statistics are listed by contributing independent variables.

Tables 2 through 5 show the independent variables and their relationship or contribution to each of the four dependent variables. The independent variables are shown in their entered order. If a variable is missing a value, this indicates that it does not contribute to the overall relationship.

There were no significant relationships between the predictor variables and the personality traits introversion, anxiety, and emotionality. However, Table 5 shows that birth order is a significant predictor (alpha < .01) of personality trait Q_{IV}.

Upon review of the data, it is apparent that the only child displays a more aggressive, independent, daring and incisive nature. On the other hand, the oldest child would support a more group dependent personality. These "oldest" adolescents are

TABLE 2

Introversion - Q_I

Variable	Classification	Multiple R	Overall F
Birth Order	Only	.09689	1.36212
	Oldest	.17176	
	Youngest	.18684	
	Middle	.18722	
Live With (currently)	One Parent Only	.18722	.86613
	Natural Mother & Step Father	.18819	
	Step Mother & Natural Father	.20753	
	Natural Mother & Father	.21286	
Mobility (times/life)	Moved Twice	.21605	.90569
	Moved 9 or more times	.22631	
	Moved Once	.23876	
	Moved 6 to 8 times	.24630	
	Never Moved	.27761	
Church Frequency (times/month)	Attend 1 or 2/month	.28126	.75959
	Attend 9 or more/month	.29279	
	Attend 5 to 8/month	.29297	
	Never Attend	.29349	
Play as Family	Once/month	.30000	.97565
	Almost Never	.35306	
	Once/Week	.35652	

TABLE 3

Anxiety - Q_{II}

Variable	Classification	Multiple R	Overall F
Birth Order	Only	.03140	.72345
	Oldest	.10799	
	Youngest	.13039	
	Middle	.13757	
Live With (currently)	One Parent Only	.14149	.82696
	Natural Mother & Step Father	.14374	
	Step Mother & Natural Father	.17104	
	Natural Mother & Father	.20820	
Mobility (times/life)	Moved Twice	.24512	.75440
	Moved 9 or more times	.25333	
	Moved Once	.25354	
	Moved 6 to 8 times	.25410	
	Never Moved	.25501	
Church Frequency (times/month)	Attend 1 or 2/month	.25510	.60687
	Attend 9 or more/month	.25848	
	Attend 5 to 8/month	.25927	
	Never Attend	.26463	
Play as Family	Once/month	.27858	.64107
	Almost Never	.28544	
	Once/Week	.29551	

TABLE 4

Emotionality - Q_{III}

Variable	Classification	Multiple R	Overall F
Birth Order	Only	.10345	2.30086
	Oldest	.16578	
	Youngest	.23689	
	Middle	.24044	
Live With (currently)	One Parent Only	.27819	1.79117
	Natural Mother & Step Father	.29641	
	Step Mother & Natural Father	.29768	
	Natural Mother & Father	.29896	
Mobility (times/life)	Moved Twice	.30311	1.35013
	Moved 9 or more times	.32053	
	Moved Once	.32379	
	Moved 6 to 8 times	.33258	
	Never Moved	.33272	
Church Frequency (times/month)	Attend 1 or 2/month	.35454	1.36158
	Attend 9 or more/month	.35709	
	Attend 5 to 8/month	.37884	
	Never Attend	.38018	
Play as Family	Once/month	.38111	1.19909
	Almost Never	.38664	
	Once/Week	.38962	

TABLE 5

Independence - Q_{IV}

Variable	Classification	Multiple R	Overall F
Birth Order	Only	.15864	3.36133**
	Oldest	.20631	
	Youngest	.28036	
	Middle	.28681	
Live With (currently)	One Parent Only	.28875	1.69621
	Natural Mother & Step Father	.29092	
	Step Mother & Natural Father	.29155	
	Natural Mother & Father	.29162	
Mobility (times/life)	Moved Twice	.30350	1.31948
	Moved 9 or more times	.31108	
	Moved Once	.31423	
	Moved 6 to 8 times	.31759	
	Never Moved	.32933	
Church Frequency (times/month)	Attend 1 or 2/month	.35419	1.39481
	Attend 9 or more/month	.36042	
	Attend 5 to 8/month	.36419	
	Never Attend	.38411	
Play as Family	Once/month	.38855	1.34769
	Almost Never	.38953	
	Once/Week	.40922	

**Alpha < .01

most likely to orient their behavior toward persons who give such support.

Discussion

The major finding of this study indicates that there is a significant relationship between birth order and adolescent independence. This finding is consistent with previous research studies of Pfouts (1978) and Adler (1956).

Other relations were not found, even in areas where previous research might have suggested that significant relationships might exist. One possible reason for this may be due to the second ordering of the sixteen personality traits. This process of consolidating has a tendency to broaden the characteristics of the traits which in turn makes them more encompassing. In other words these fewer traits represent more of a general personality rather than definite and specific traits of that personality type. If this is true, it would reduce the possible relationships of each predictor variable.

Another implication from the results may be the limitation of the FSQ. Even though the questionnaire established birth order, living arrangements, etc., it did not take into account the timing of their occurrence. For example, a subject's family may have changed recently by divorce of the parents. This subject would be included in the same exact classification as a subject whose parents had been divorced for the subject's entire life. The results of these two very different situations might

impact the personality in different ways. Therefore, the timing of the various structural changes perhaps should have been measured and analyzed.

Another possible explanation for the results may be accounted for by the fact that the family structure was measured separately from any consideration for the perception and feelings of the family regarding the specific structural aspect. This would be important because it is believed to affect adolescent personality. Flanzer (1978) and Scherman (1979) refer not only to the structure of the family but also include the feelings and attitudes of those persons directly involved. Taking both dimensions into account may serve as better predictors of personality. This is in contrast to taking only the physical dimension of structure into account as was done in this study.

Influences of peer adolescents may be much stronger than those of the family. Adolescents often are breaking away from their family during this stage of development and tend to place greater value on peer relationships than on family relationships.

The results of this study can be of value to parents, educators, psychologists, family counselors and other by supplying the information that birth order may affect certain aspects of the family member's personality. Of equal importance is the finding that physical structure characteristics of a family, per se', are not related to personality. This finding frees the researchers to attempt to discover greater influences perhaps as family attitudes, values, intelligence, etc.

APPENDIX A

FAMILY AND PERSONALITY INVENTORY

The purpose of this study is to assess the relationship, if any, between family stability and specific factors of adolescent personality. Previous research has shown that the family unit has a significant influence upon various factors of human development. However, additional information of a more current and specific nature is needed.

If the family characteristic called 'stability' can be correlated with specific factors of personality, then any significant relationships can be identified. Knowing these relationships could help members of society make better decisions regarding the family and also the development of its members. Therefore, this study is deemed important to the advancement of important human knowledge.

This inventory consists of two basic parts. The first is an assessment measure of family stability and the second is a classification of sixteen (16) separate personality factors. The statistics between these two measures will be correlated to uncover any significant relationships.

Results of this study will be released to your school on or before May 20, 1981. You are especially invited to review the complete report. Please consult your school counselor following May 20, 1981, for details.

Your response to this inventory should take less than 60 minutes. Upon completion, your part in the study is concluded. Since your identity remains anonymous, the results of this assessment is totally confidential. Therefore, your candid response to each and every statement will increase the validity of results.

This is an optional inventory. Your completion is affirmation of consent. Thanks for your assistance. It is deeply appreciated.

(For each lettered statement - circle or supply the response that best applies)

A) Your Sex ..... Male, Female (A

B) Your current grade in School ..... 9, 10, 11, 12 (B

C) Your current age ..... 13, 14, 15, 16, 17, 18, 19 (C

D) Your Ethnic Group (Race) ..... White-Caucasion (D
Black - Afro-American
Asian - Oriental American
Mexican-American, Spanish Surname, Chicano, Hispanic
Other _____

E) How would you classify your home environment ..... Very Stable, Stable, (E
Unstable, Very Unstable

APPENDIX A---Continued

F) Age & Sex of natural brothers & Sisters ..... None-Only Child (F

(Place and asterisk (*) in front of age - if deceased)
i.e. *16 (Male) Female
Where 16 is age at death.

____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female

G) Age & Sex of Step & Half brothers and Sisters living at Home ..... None (G

(Place a check (✓) in front of age for half brothers & sisters)

____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female
____ Male, Female

H) Is your natural Mother alive? ..... _____ (H
(If not, put how many years ago she died)

I) Is your natural Father alive? ..... _____ (I
(If not, put how many years ago he died)

J) Are your natural Mother & Father currently married to each other (or were they until death)?..... _____ (J

K) Regarding your natural parents current relationship, they are ..... Married (K
Separated
Divorced

L) You currently live with ..... Natural Mother, Step Mother, Adoptive Mother (L
Grandmother, Father's Lover,
Natural Father, Step Father, Adoptive Father
Grandfather, Mother's Lover,
Guardian, Spouse, Alone
Other _____

APPENDIX A---Continued

M) Six years ago you were living with ..... Natural Mother, Step Mother, Adoptive Mother, Grandmother, Father's Lover, Natural Father, Step Father, Adoptive Father, Grandfather, Mother's Lover, Guardian, Spouse, Alone, Other _____ (M

N) List approximate household yearly income by source .... SOURCE $/YEAR (N
(Place an asterisk (*) in front of those employed Fulltime) i.e. *Father $000.00 _____ _____
Self $000.00 _____ _____
*Mother $000.00 _____ _____
Welfare $000.00 _____ _____
_____ _____

O) How many hours/week (average) do you work outside of your home for wages? _____ (O

P) Most of your spending is used for ..... Hobbies, Entertainment, Car Expenses, Savings, Clothes, Living Expenses, Other _____ (P

Q) Do you own a car ..... Yes, No (Q

R) How many times per month do you attend church ..... _____ (R

S) Do you attend church with your family ..... Yes, No (S

T) You like to be known religiously as ..... _____ (T
(i.e. Athiest, Agnostic, Catholic, Mormon, etc.)

U) How many different states have you lived in ..... _____ (U

V) Approximately how many different times have you or your family changed residence since your birth ..... _____ (V

W) How many years since your last change of residence ..... _____ (W

X) Your family works and/or plays as a family ..... Never, Once/Month, Once/Week, Usually (X

Y) Have you ever thought seriously of attempting suicide ..... Yes, No (Y

Z) Did you ever run away from home? ..... Yes, No (Z

APPENDIX B

Descriptive Statistics - Introversion

Variable	Classification	Count*	Mean	Standard Deviation
Birth Order	Only	12	6.467	1.645
	Oldest	41	5.329	1.897
	Youngest	43	6.156	1.811
	Middle	57	5.798	2.045
Live With (Currently)	One Parent Only	15	5.807	1.674
	Natural Mother/Step Father	11	5.727	1.472
	Step Mother/Natural Father	8	6.213	1.707
	Natural Mother & Father	111	5.834	2.073
Mobility (times/life)	Never Moved	37	5.689	1.825
	Moved Once	19	5.311	2.320
	Moved Twice	14	5.957	1.943
	Moved 3-5 times	44	6.120	1.992
	Moved 6 to 8 times	25	5.612	1.860
	Moved 9 or more times	16	6.181	1.484
Church Attend-ance (times/mo.)	Never	56	5.927	1.606
	1 or 2/Mo.	20	6.055	1.570
	3 or 4/month	57	5.793	2.225
	5 to 8/month	15	5.573	2.155
	9 or more/month	7	5.214	2.217
Play as Family	Almost Never	18	4.783	2.109
	Once/Month	27	6.074	1.777
	Once/Week	40	5.950	1.631
	Usually	70	5.931	2.020

* Some subjects missing values.

APPENDIX B----Continued

Descriptive Statistics - Anxiety

Variable	Classification	Count*	Mean	Standard Deviation
Birth Order	Only	12	5.733	1.483
	Oldest	41	6.224	1.492
	Youngest	43	5.637	1.764
	Middle	57	5.972	1.892
Live With (Currently)	One Parent Only	15	6.107	1.851
	Natural Mother/Step Father	11	6.073	1.545
	Step Mother/Natural Father	8	5.438	1.634
	Natural Mother & Father	111	5.990	1.773
Mobility (times/life)	Never Moved	37	5.870	1.924
	Moved Once	19	6.074	1.832
	Moved Twice	14	5.264	2.069
	Moved 3-5 times	44	5.991	1.506
	Moved 6 to 8 times	25	5.872	1.708
	Moved 9 or more times	16	6.294	1.346
Church Attend-ance (times/mo.)	Never	56	5.757	1.802
	1 or 2/Mo.	20	6.020	1.728
	3 or 4/month	57	5.981	1.789
	5 to 8/month	15	6.047	1.375
	9 or more/month	7	6.143	1.278
Play as Family	Almost Never	18	6.217	1.376
	Once/Month	27	5.567	2.106
	Once/Week	40	5.795	1.766
	Usually	70	6.049	1.603

* Some subjects missing values.

APPENDIX B---Continued

Descriptive Statistics - Emotionality

Variable	Classification	Count*	Mean	Standard Deviation
Birth Order	Only	12	6.625	2.355
	Oldest	41	5.290	2.205
	Youngest	43	6.498	2.113
	Middle	57	5.530	2.206
Live With (Currently)	One Parent Only	15	4.847	1.973
	Natural Mother/Step Father	11	5.127	2.267
	Step Mother/Natural Father	8	5.813	1.623
	Natural Mother & Father	111	5.986	2.283
Mobility (times/life)	Never Moved	37	6.162	2.217
	Moved Once	19	6.147	1.839
	Moved Twice	14	5.407	2.626
	Moved 3-5 times	44	5.677	2.359
	Moved 6 to 8 times	25	5.304	2.178
	Moved 9 or more times	16	6.300	2.113
Church Attend-ance (times/mo.)	Never	56	5.920	2.204
	1 or 2/Mo.	20	6.400	1.687
	3 or 4/month	57	5.893	2.298
	5 to 8/month	15	4.807	2.532
	9 or more/month	7	5.171	2.408
Play as Family	Almost Never	18	6.444	1.942
	Once/Month	27	6.070	2.751
	Once/Week	40	5.745	2.099
	Usually	70	5.629	2.165

* Some subjects missing values.

APPENDIX B---Continued

Descriptive Statistics - Independence

Variable	Classification	Count*	Mean	Standard Deviation
Birth Order	Only	12	6.150	1.692
	Oldest	41	4.598	1.874
	Youngest	43	5.705	1.899
	Middle	57	4.761	1.884
Live With (Currently)	One Parent Only	15	4.867	1.960
	Natural Mother/Step Father	11	4.918	1.490
	Step Mother/Natural Father	8	4.550	2.555
	Natural Mother & Father	111	5.167	1.932
Mobility (times/life)	Never Moved	37	5.081	1.886
	Moved Once	19	4.774	1.930
	Moved Twice	14	5.550	1.954
	Moved 3-5 times	44	5.214	1.957
	Moved 6 to 8 times	25	4.824	2.107
	Moved 9 or more times	16	5.263	1.738
Church Attend-ance (times/mo.)	Never	56	5.391	1.962
	1 or 2/Mo.	20	5.705	1.847
	3 or 4/month	57	4.851	2.003
	5 to 8/month	15	4.467	1.295
	9 or more/month	7	4.443	1.816
Play as Family	Almost Never	18	5.211	2.052
	Once/Month	27	5.437	2.242
	Once/Week	40	5.200	1.846
	Usually	70	4.886	1.814

* Some subjects missing values.

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