

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

The Relationship Between Self-Esteem, Interpersonal Relationships, and Academic  
Achievement in Adults whose Parents Divorced During Their Childhood

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Social Work

By

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in collaboration with  
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## Dedication

This study is wholeheartedly dedicated to my daughters Natalie and Nicolette, who have given me their endless love and support through this journey. I am forever grateful.

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## Abstract

### The Relationship Between Self-Esteem, Interpersonal Relationships, and Academic Achievement in Adults whose Parents Divorced During Their Childhood

By

Srbui Sophie Galandaryan

Master of Social Work

**Purpose:** To further understand the effects of divorce not only in childhood but throughout different parts of one's life span.

**Methods:** An online questionnaire was conducted with 50 adults, who have experienced parental divorce during their childhood (0-17 years old), and are currently over the age of eighteen. Data was collected through convenience sampling and SPSS was used for quantitative data analysis.

**Results:** The results indicated romantic relationships were the strongest correlate of self-esteem and showed a positive association. There was no significant correlation between most recent GPA and self-esteem scores. In addition, there was no significant correlation between GPA following the divorce and the highest level of education reported by the respondents.

**Discussion and Implications:** In this study the researchers found that respondents who were satisfied with their interpersonal relationships reported higher self-esteem. Also, there was no indication that GPA after divorce impacted their level of education achievement. This information shows human connection and informal supports are protective factors in an individual's level of self-worth. Through this knowledge Social Work clinicians will be able to take into account how parental divorce may impact an individual's self-esteem, interpersonal relationships, and academic achievement throughout their adulthood. Therefore, clinicians will be able to make more appropriate assessments and treatment plans.

**Keywords:** Divorce, Childhood, Self-Esteem, Interpersonal Relationships, Academic Achievement

## **Introduction**

Around half of American children experience parental divorce in their childhood (Lansford, 2009). Divorce not only impacts the parents, but it also has long-lasting effects on all aspects of a child's life, including academic achievement (Anthony, DiPerna, & Amato, 2014) quality of interpersonal relationships (Lansford, 2009), and self-esteem (Verrocchio, Marchetti, & Fulcheri, 2015). There are significant amount of research done on how divorce impacts children during and after the divorce of their parents. However, there is limited research conducted on the implications divorce has on self-esteem, interpersonal relationships, and academic achievement for adults later in life.

### **Purpose of the Study**

Due to the substantial amount of research about the consequences of divorce, the purpose of the study was to further understand the effects of divorce not only in childhood but throughout different parts of one's life span in a sample of adults ages 18 years old and older who experienced divorce in childhood ages 0-17. Every year more than one million children are affected by divorce, which can result in lasting effects from short to long term and from mild to severe (Marranca-Hood, 2012). Research indicates that these long-term negative effects of parental divorce can continue into adulthood and impact the following generation as well.

Specifically, the study attempted to answer the following research question: (1) What is the relationship between self-esteem, interpersonal relationships, and academic achievement in adults whose parents divorced during their childhood? This study provides further information to readers about the positive or negative implications divorce may have in adolescence as well as in adulthood. This research is important

because it provided insight into the social and emotional impact divorce can have on individuals throughout their lifetime. A large number of families are impacted by divorce each year, and as Social Work clinicians, it is essential to understand how the experiences of parental divorce impacts a person's adjustment in their lifetime. The study evaluated the relationship between divorce and interpersonal relationships, self-esteem, and academic achievement for those impacted by divorce. This study gave insight into the long-term implications of divorce on children as they progress into adulthood. In addition, this information helps provide school personnel, mental health providers, social workers, and other community members with working with this specific population.

## **Literature Review**

Data has shown that only 47% of all children in the United States reach age seventeen with an intact family or one that is married (Harvey & Fine, 2010). Divorce can lead to “disruptions in the parent-child relationship, continuing discord between former spouses, loss of emotional support, economic hardship, and an increase in the number of other negative life events” (Harvey & Fine, 2010). Adults who have experienced parental divorce as children may face many forms of consequences in adulthood. Studies have found that adults who experienced parental divorce as children “experience lower levels of well-being than do adults whose parents were continuously married” (Amato & Keith, 1991, p. 43). Research has shown that children can fall behind in interpersonal social skills and academia due to the stressors of divorce, and often they will have a difficult time catching up to their peers (Anthony et al., 2014). Data collected from 81,000 individuals from 37 studies showed outcomes associated with depression, low life satisfaction, low marital quality, divorce, low educational attainment, low income, and weak physical health (Amato & Keith, 1991).

A Norwegian longitudinal study found that there was a high risk of emotional disturbance and academic difficulties from those children who came from hostile family environments (Roustit et al., 2011). Although many children can respond differently to divorce, depending on different circumstances, such as age and level of conflict, children whose family experienced divorce typically do less well academically than children who have not experienced divorce at all (Potter, 2010). Studies that have looked into long-term consequences of parental divorce found that it significantly impacted the well being of those individuals even in adulthood, “ including psychological adjustment, use of

mental health services, behaviour and conduct, educational attainment, and material quality of life and divorce” (Mackay, 2005, p. 117).

### **Self-Esteem**

Turunen, Fransson, and Bergstrom (2017) found that children who were cared for by only one parent exhibited lower self-esteem when compared to children who came from families that had both parents caring for them regardless of the types of living arrangements. Another study found that children of divorced parents and children who lived with both parents, both had high self-esteem scores (Bynum & Durm, 1996). However, the children who lived with both parents their scores were significantly higher (Bynum & Durm, 1996). Furthermore, Roustit, Campoy, Renahy, King, Parizot, and Chauvin (2011), found that children from disrupted families are more likely to be on the negative end of multiple self-rating scales (self-rated health, self-satisfaction in social life, risky health behaviors, and interpersonal relationships).

Also, hostile home environments described as fighting and increased anger between parents in the home are one of the most significant indicators of adverse developmental effects and lower self-esteem in children (Marranca-Hood, 2012). The more time children spent in these types of hostile atmospheres, the greater their chances of experiencing higher levels of low self-esteem (Marranca-Hood, 2012). In a qualitative study, it was found that “adults exposed to these behaviors as children, over half of the sample reported some problems with low self-esteem” (Baker & Chambers, 2011, p. 58). Moreover, researchers found that children who lived in hostel homes due to parental conflict have multiple negative outcomes including low self-esteem, high levels of anxiety, stress, and childhood illness (Baker & Chambers, 2011).

## **Academic Achievement**

Divorce may also impact the overall psychological well-being of the children involved, and their diminishing well-being helps explain their decline in academic performance. Parental divorce can impact a child's motivation, engagement, and learning patterns in a school setting (Nusinovici, Olliac, Flamant, Muller, Olivier, Rouger & Hanf, 2018). Children from divorced families often have less parental support, which is a strong predictor of academic success. Often parental conflict creates a toxic environment causing the children to experience high levels of stress and self-blame. The anxiety and stress caused by the friction between the parents can cause poor concentration and behavioral issues in school. Children of parental divorce experience high amounts of family instability causing them to exhibit difficulties in school. According to Cherian (1989), children who experienced parental divorce or separation had significantly lower academic achievement compared to those children whose parents were never divorced or separated.

Nusinovici et al. (2018) found that “children whose parents had undergone a separation had more difficulty with being able to continue to pay attention, and they more readily became overwhelmed as compared to children from intact families” (p.4). Often, children of divorce do not receive the same level of monitoring, support, and warmth causing lower levels of academic achievement, and they have fewer financial resources causing a diminish in their ability to progress in their academia (Esmaeili, Yaacob, Juhari, & Mansor, 2011). However, research also states that divorce does not impact the educational attainment of children who have experienced high levels of economic instabilities and family conflicts before the divorce (Branda, Moore, Song, & Xie, 2019).

The research argues that children who have experienced high levels of economic instabilities and toxic family conflicts become accustomed to these hostile events, and therefore their academic achievement is not affected (Branda et al., 2019). A study that examined the effects of parental divorce found that divorce was associated with “ an 8% lower probability of children’s high school completion, a 12% lower probability of college attendance, and an 11% lower probability of college completion” (Branda et al., 2019). Although, studies have found that children of divorce have unfavorable outcomes it is important to note that children of divorce do not respond uniformly to parental divorce.

### **Interpersonal Relationship**

Research has also shown divorce can impact a child’s ability to trust in relationships and as a result, intimate relationships as adults are hindered by a lack of trust and fear of rejection (Christensen & Brooks, 2001). Other research that compared intact homes with children from divorced homes found children with divorced parents had more positive relationships with their siblings compared to children in homes with parents who were married (Kunz, 2001). Furthermore, this same study also found mixed-race children experienced a greater amount of negative interpersonal relationships than children who were White (Kunz, 2001). Research has also indicated that factors such as gender and age of the children when the divorce occurred can impact how they experience interpersonal relationships as adults. Some studies have found young women experience greater conflicts in relationships, and divorce may have an impact on the amount of sexual partners they have, while other studies have shown the number of

sexual partners increased for both men and women that experienced divorce as children (Christensen & Brooks, 2001).

In addition, research indicated the younger the child was at the time of the divorce, the greater the problems they would experience with intimate relationships during adulthood (Christensen & Brooks, 2001). These results could be attributed to the child's inability to deal with or comprehend the divorce at a young age, and also might be due to the lack of social support they had at the time (Christensen & Brooks, 2001). Other studies have also found younger children actually suffer less due to remembering less (Christensen & Brooks, 2001). Nevertheless, there are many contributing factors that explain why divorce may or may not affect interpersonal relationships in adults who experienced divorce during their childhood and therefore should be studied further.

## **Methods**

### **Sample**

The study's participants included those who are 18 years or older, and who experienced parental divorce during their childhood (0-17 years old). Enrollment for this study excluded individuals whose parents divorced after their childhood (18 years old or after) due to wanting to examine the effects divorce has during childhood and how it manifests into adulthood. This study also excluded any individuals who were under the age of 18 years old, and those who have not experienced parental divorce. Convenience sampling was used in this study to target sample size of 150. The survey depended on those who chose to click the link and complete the survey. One-hundred and fifty was the projected number of participants in order to look at the relationship between self-esteem, interpersonal relationships, and academic achievement in adults whose parents divorced during their childhood. An approval from IRB (Institutional Review Board) was obtained prior to data collection.

### **Data Collection Procedure**

First, the researchers posted an invitation message on their personal social media accounts, such as Facebook, Instagram, and Snapchat. The message included the purpose of the study and the criteria to participate in the research. The message also included a link to the Qualtrics website.

Next, the prospective subjects were able to see the message and clicked the link provided, which took them to the Qualtrics survey tool that had the participant information form. The participant information form provided: The research team information, the purpose of the study, inclusion requirements, exclusion requirements,

time commitment, procedures, risks and discomforts, benefits, and confidentiality. After reading the Participant Information Form, the participants had to click agree to move to the survey. The study did not include a consent form since the collection methods were completely anonymous through the online surveys, and due to the survey questions not containing any identifying information. The participants then took the survey, which took approximately 10-15 minutes to complete.

### **Measures**

The variables this study examined were self-esteem, interpersonal relationships, and academic achievement.

**Self-Esteem.** Self-esteem can be described as “the level of satisfaction with one’s own behavior and one’s self” (Bastaitis, Ponnet & Mortelmans, 2012). In the current study, self-esteem was measured by using the most accepted measure of self-esteem, The Rosenberg Self-Esteem Scale (RSES). The RSES consisted of a 10-item Likert scale that measures self-worth. Answers on the questionnaire ranged from strongly agree to strongly disagree to help determine positive and negative feelings toward self (Hyland, Boduszek, Dhingra, Shevlin & Egan, 2014).

**Interpersonal Relationships.** Interpersonal relationships are described as “a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring” (Linehan, 1993; O’Brien, 2008). Studies have shown that interpersonal relationships can be both a protective factor and a risk factor (O’Brien, 2008). In this study, interpersonal relationships were measured by the Relationship Assessment Scale (RAS), which is a short 7-item self-reporting inventory that measures satisfaction in relationships. Specifically, in this study, the RAS focused on

measuring both romantic relationships and friendship/social relationships. The answers on the questionnaire ranged from poorly to extremely well.

**Academic Achievement.** Academic achievement “represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university” (Steinmayr, MeiBner, Weidinger & Wirthwein, 2014). For the purpose of this study, academic achievement was measured by grade point average (GPA), which follows a 4-point scale. Participants self-reported their GPA prior to the divorce of their parents, following the divorce, and reported their current or most recent GPA.

In addition to the previously mentioned scales that measure the variables self-esteem, interpersonal relationships and academic achievement, the researchers asked participants background information, such as sex, age, ethnicity, relationship status, and educational level in the survey. The researchers used the demographics reported by participants to analyze whether their demographics had an impact on their responses to self-esteem, interpersonal relationships, and academic achievement.

## **Results**

### **Data Analysis**

Among the 71 surveys collected, twenty-one cases were deleted due to missing responses. Excluding these twenty-one cases reduced the sample size to 50 for analysis. Statistical Package for Social Sciences (SPSS) was used to perform descriptive analysis and to run correlation to explore the relationship between two variables.

### **Descriptive Analysis**

Table 1 presents the characteristics of the sample. Slightly less than half of the participants (44%) were in 24-29 years of age and 28% were in 30-35 years. Females (96%) outnumbered males (4%) in the sample. More than half of respondents were white (58%), and the remainder identified as Hispanic, Latino, or Spanish (34%) and other (8%). Most of the sample (58%) was married, and 20% were in a relationship. Participants' ages varied at the time of their parents divorce ranging from birth-2 years old (10%), 3-5 years old (28%), 6-10 years old (24%), 11-13 years old (20%) and 14-17 years old (18%). In terms of financial status before and after parental divorce, 42% of the participants reported their family was stable before the divorce and 54% stable after the divorce. More than a quarter of participants (28%) had a Bachelor's degree and 22% had a Master's degree. Almost half of the respondents (46.9%) reported being too young prior to their parent's divorce and did not report a GPA. After their parent's divorce 26% reported a GPA range of 3.01-3.50 and 30% reported still being too young for school age. Half of the participants (50%) reported their most recent GPA being 3.51-4.0.

### **Correlations**

Table 2 shows the Pearson correlations among self-esteem, academic achievement, and interpersonal relationships. As presented in the table, romantic relationships were the strongest correlate of self-esteem and showed a positive association ( $r = 0.494$ ,  $p < 0.001$ ). The second strongest correlate of self-esteem was social relationships and showed a positive association ( $r = 0.410$ ,  $p = 0.003$ ). These correlations suggest that the more satisfied respondents were in their romantic and social relationships the higher respondents self-worth was reported. Also, there was no significant correlation between most recent GPA and self-esteem scores ( $r = 0.185$ ,  $p = 0.199$ ). There was no significant relationship found between these two correlates, which suggests most recent GPA may not be an important factor of self-esteem. In addition, there was no significant correlation between GPA following the divorce and the highest level of education reported by the respondents ( $r = 0.150$ ,  $p = 0.297$ ). There was no significant relationship found between these two correlates, which suggests GPA following the divorce may have little to no significance on the respondent's educational achievement.

## **Discussion**

The findings suggest that those who were more satisfied in their interpersonal relationships reported higher self-worth. In addition, there was no indication that GPA impacted their level of education attained or view of self. This information shows human connection and informal supports such as intimate partnerships, friendships, and supportive communities are protective factors in an individual's level of self-worth. The findings of this study were not consistent with previous studies. Anthony et al. (2014) indicated children can fall behind in interpersonal social skills and academia due to the stressors of divorce, and often they have a difficult time catching up to their peers. Furthermore, literature found that children from disrupted families are more likely to report negative interpersonal relationships and self-satisfaction (Roustit et al., 2011). However, our results did not suggest that divorce was a factor in poor interpersonal relationships and academic achievements.

Moreover, our findings show important implications towards Social Work practice. As Social Workers it is essential to provide psychoeducation to our clients about the importance of interpersonal connections and healthy relationships in order to help the client build healthy connections. Social Workers should also be aware of their clients informal supports to learn about the family dynamics and the level of impact on the clients self-esteem. Furthermore, these supports can be a vital component when evaluating, creating treatment plans, interventions, team meetings, possible placements for children, and safety planning with clients. Specifically, service providers can inquire about these supports during the engagement and assessment phase of treatment, as well as provide community resources to clients who do not have sufficient support. Lastly, as

Social Workers it is important to promote and advocate for policies that enhance and help individuals that have been impacted by parental divorce.

## **Limitations**

The study's results need to be considered in light of the following limitations. First, the study used convenience sampling due to being easily accessible. This sampling approach indicates the sample is not representative of the population, and samples tend to be skewed (Elliot, Fairweather, Olsen, & Pampaka, 2016). Second, the sample was made up of 58% White and 34% Hispanic, Latino, or Spanish. It is believed that the composition of the sample was influenced by the researchers' shared identities of being Armenian/White and Hispanic as the sample was recruited through social media. In addition, the majority of participants were between 24-29 years old (44%). It is considered that older adults or other age groups do not engage in social media as actively, thus not participating in the online survey. Third, the Relationship Assessment Scale was used with 3-point Likert scaling instead of original five-point Likert scaling. This error occurred in the process of transferring the survey online and found after the survey was distributed. The fewer response categories could impact the reliability and validity of the scale.

In conclusion, the purpose of this study was to further understand the effects of divorce not only in childhood but throughout different parts of one's life span. This study found that the higher level of self-worth reported by respondents the more satisfied they were in their interpersonal relationships. Also, there was no indication that GPA following the divorce impacted the respondent's highest level of education achieved. These results show the importance of human connection, informal supports, and advocacy for policies by Social Workers.

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## Appendix A

### ADDENDUM – The Relationship Between Self-Esteem, Interpersonal Relationships, and Academic Achievement in Adults whose Parents Divorced During Their Childhood

The Relationship Between Self-Esteem, Interpersonal Relationships, and Academic Achievement in Adults whose Parents Divorced During Their Childhood is a joint graduate project between Srbui Sophie Galandaryan and Marissa Topete. This document will explain the division of responsibilities between the two parties. Any additional information can be included in a separate document attached to this Addendum page.

Srbui Sophie Galandaryan is responsible for all the following tasks/document sections:

- Created the research study advertising material for social media in order to recruit participants for our study.
- Described in detail why the study is being conducted and the importance in order to complete the purpose of the study section of the paper.
- Analyzed the data acquired from the study to complete the discussion section for the paper.
- Reviewed references to make sure the articles are aligned with APA guidelines.

Marissa Topete is responsible for all the following tasks/document sections:

- Thoroughly researched the background of adults who experienced divorce during childhood and wrote the introduction of the paper, which described the importance of the study.
- Described in detail the procedures that were taken in order to complete the methods section of the paper.
- Transferred survey questions into Qualtrics, which is a web-based survey tool, in order to distribute the survey to participants.
- Analyzed our paper and developed material for our poster presentation.

Both parties shared responsibilities for the following tasks/document sections:

- Researched self-esteem, interpersonal relationships, and academic achievement in adult children who experience divorced during childhood to complete the literature review portion of the paper.
- Researched scales (i.e. Relationship Assessment Scale, Rosenberg Self-Esteem scale, GPA) to analyze the appropriateness of the questions for the research study.
- The flyer that was completed was uploaded to social media networks (Instagram, SnapChat, and Facebook) to advertise the survey.

- Reviewed participant demographics and participant scores in order to complete the results of the study.
- Ran correlation to explore the relationship between variables in order to write the results section of the study.
- Explored the study's limitations and completed the limitation section.

<hr/> <b>Srbui Sophie Galandaryan</b>	<hr/> Date	<hr/> <b>Marissa Topete</b>	<hr/> Date
<hr/> <b>Dr. Hyun-Sun Park</b> Committee Chair	<hr/> Date	<hr/> <b>Dr. Eli Bartle</b> Graduate Coordinator	<hr/> Date
<hr/> <b>Dr. Wendy Ashley</b> Committee Member	<hr/> Date	<hr/> <b>Dr. Eli Bartle</b> Department Chair	<hr/> Date
<hr/> <b>Dr. David McCarty-Caplan</b> Committee Member	<hr/> Date		

## Appendix B

### Characteristics of Demographic Variables

#### Characteristics of Demographic Variables (N=50)

Variables	n	%
<u>Sex</u>		
Male	2	4.0
Female	48	96.0
<u>Age Group</u>		
18-23 years of age	3	6.0
24-29 years of age	22	44.0
30-35 years of age	14	28.0
36-41 years of age	6	12.0
42-47 years of age	2	4.0
48-53 years of age	2	4.0
66 or over	1	2.0
<u>Ethnicity</u>		
Hispanic, Latino, or Spanish	17	34.0
White	29	58.0
Other (Specify)	4	8.0
<u>Relationship Status</u>		
Single	7	14.0
In a relationship	10	20.0
Engaged	3	6.0
Married	29	58.0
Other (Specify)	1	2.0
<u>Age at Time of Parents Divorce</u>		
Birth-2 years old	5	10.0
3-5 years old	14	28.0
6-10 years old	12	24.0
11-13 years old	10	20.0
14-17 years old	9	18.0
<u>Family Financial Status Before Divorce</u>		
Wealthy	7	14.0
Comfortable	20	40.0
Stable	21	42.0
Unstable/Scarce	2	4.0
<u>Family Financial Status After Divorce</u>		

Wealthy	3	6.0
Comfortable	3	6.0
Stable	27	54.0
Unstable/Scarce	17	34.0

*Educational Achievement*

High school graduate, diploma or GED	5	10.0
Some college credit, no degree	14	28.0
Associate degree	4	8.0
Bachelor's degree	14	28.0
Master's degree	11	22.0
Professional degree	1	2.0
Doctorate degree	1	2.0

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## Appendix C

### Correlations Among the Variables

Correlations among the Variables

Demographic Variables	Self-Esteem	Social Relationship	Romantic Relationship	Recent GPA	Education
1. Self-Esteem					
2. Social Relationship	.410				
3. Romantic Relationship	.494	.209			
4. Recent GPA	.185	.268	.027		
5. Education	.274	.001	.083	.203	

**Appendix D**

**Questionnaire**

**Demographics**

**What is your sex at birth?**

Male

Female

Other (Specify: \_\_\_\_\_)

**Which of the following describes your age group?**

18-23 years of age

24-29 years of age

30-35 years of age

36-41 years of age

42-47 years of age

48-53 years of age

54-59 years of age

60-65 years of age

66 or over

**What best describes your ethnicity?**

American Indian or Alaska Native

Black or African American

Asian

Native Hawaiian or Other Pacific Islander

Hispanic, Latino, or Spanish

White

Other (Specify: \_\_\_\_\_)

**What is your current romantic relationship status?**

Single

In a relationship

Engaged

Married

Divorced

Other (Specify: \_\_\_\_\_)

**What age were you when your parents divorced?**

Birth-2 years old

3-5 years old

6-10 years old

11-13 years old

14-17 years old

**How do you think your family was before the divorce financially?**

- 1-Wealthy
- 2-Comfortable
- 3- Stable
- 4-Unstable/Scarce

**How do you think your family (primary caregiver) was after the divorce financially?**

- 1-Wealthy
- 2-Comfortable
- 3- Stable
- 4-Unstable/Scarce

**Educational Achievement**

**What is your highest level of education?**

- Some high school, no diploma
- High school graduate, diploma or the equivalent (for example: GED)
- Some college credit, no degree
- Trade/technical/vocational training
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

**What was your GPA prior to the divorce of your parents?**

- Below 2.0
- 2-2.50
- 2.51-3.0
- 3.01-3.50
- 3.51-4.0
- Other (Specify: \_\_\_\_\_)

**What was your GPA following the divorce of your parents?**

- Below 2.0
- 2-2.50
- 2.51-3.0
- 3.01-3.50
- 3.51-4.0
- 4.0 or over
- Other (Specify: \_\_\_\_\_)

**What is your most recent GPA?**

- Below 2.0
- 2-2.50
- 2.51-3.0

3.01-3.50

3.51-4.0

Other (Specify: \_\_\_\_\_)

**Interpersonal Relationships**

**In your opinion, has your parental divorce impacted any of your previous romantic relationships?**

- 1 - Strongly Agree
- 2 - Agree
- 3 - Disagree
- 4 - Strongly Disagree

**In your opinion, do you feel the divorce of your parents had an impact on your current romantic relationships?**

- 1 - Strongly Agree
- 2 - Agree
- 3 - Disagree
- 4 - Strongly Disagree

**If so, how did that impact your romantic relationships?**

- 1-Difficulties trusting partner
- 2-Less positive attitude towards marriage
- 3-Less affectionate
- 4-Feelings of self-doubt
- 5-No impact on romantic relationship

**In your opinion, has your parental divorce impacted any of your previous Friendships/Social Relationships?**

- 1 - Strongly Agree
- 2 - Agree
- 3 - Disagree
- 4 - Strongly Disagree

**In your opinion, has your parental divorce impacted any of your current Friendships/Social Relationships?**

- 1 - Strongly Agree
- 2 - Agree
- 3 - Disagree
- 4 - Strongly Disagree

**If so, how did that impact your Friendships/Social Relationships?**

- 1-Difficulties trusting friends
- 2-Less positive attitude towards friendships
- 3-Less compassionate

- 4-Feelings of self-doubt
- 5-No impact on Friendships/Social Relationships

**RELATIONSHIP ASSESSMENT SCALE**

Interpersonal relationships can be described as “a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring” (Linehan, 1993; O’Brien, 2008). The following questions in this study will be asked using the Relationship Assessment Scale (RAS), which is a short 7-item self-reporting inventory that measures satisfaction in relationships. Please mark the letter for each item which best answers that item for you in regards to your **Romantic Relationship.**

**How well does your romantic partner meet your needs?**

A	B	C	D	E
Poorly		Average		Extremely well

**In general, how satisfied are you with your relationship?**

A	B	C	D	E
Unsatisfied		Average		Extremely satisfied

**How good is your relationship compared to most?**

A	B	C	D	E
Poor		Average		Excellent

**How often do you wish you hadn’t gotten in this relationship?**

A	B	C	D	E
Never		Average		Very often

**To what extent has your relationship met your original expectations:**

A	B	C	D	E
Hardly at all		Average		Completely

**How much do you love your partner?**

A	B	C	D	E
Not much		Average		Very much

**How many problems are there in your relationship?**

A                      B                      C                      D                      E  
Very few                      Average                      Very many

**Please mark the letter for each item which best answers that item for you in regards to your Friendships/Social Relationships.**

**How well does your Friendships/social relationships meet your needs?**

A                      B                      C                      D                      E  
Poorly                      Average                      Extremely well

**In general, how satisfied are you with your Friendships/Social Relationships?**

A                      B                      C                      D                      E  
Unsatisfied                      Average                      Extremely satisfied

**How good is your Friendships/Social Relationships compared to most?**

A                      B                      C                      D                      E  
Poor                      Average                      Excellent

**How often do you wish you hadn't gotten in these Friendships/Social Relationships ?**

A                      B                      C                      D                      E  
Never                      Average                      Very often

**To what extent has your Friendships/Social Relationships met your original expectations:**

A                      B                      C                      D                      E  
Hardly at all                      Average                      Completely

**How much do you love your Friendships/Social Relationships ?**

A                      B                      C                      D                      E  
Not much                      Average                      Very much

**How many problems are there in your Friendships/Social Relationships ?**

A                      B                      C                      D                      E  
Very few                      Average                      Very many

### **The Rosenberg Self-Esteem Scale (RSES)**

Self-esteem will be measured by using The Rosenberg Self-Esteem Scale (RSES), which measures self-worth. Below is a list of statements dealing with your general feelings

about yourself. Please indicate how strongly you agree or disagree with each statement currently.

**1. On the whole, I am satisfied with myself.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**2. At times I think I am no good at all.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**3. I feel that I have a number of good qualities.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**4. I am able to do things as well as most other people.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**5. I feel I do not have much to be proud of.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**6. I certainly feel useless at times.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**7. I feel that I'm a person of worth, at least on an equal plane with others.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**8. I wish I could have more respect for myself.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**9. All in all, I am inclined to feel that I am a failure.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

**10. I take a positive attitude toward myself.**

Strongly Agree                  Agree                  Disagree                  Strongly Disagree