Breaking Down the Walls:

Divorce and the Effects it had on a Child's Communication in Relationships Outside of the Family

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Abstract

There is no question that divorce is prevalent in our society today. This paper discussed a study about the effects divorce has on an adolescent girl's communication with adults outside of her family. The hypothesis was that divorce negatively effects a child's communication with adults outside of their family. The two methodologies used to conduct this study were Narrative Analysis and Q-sort. The ten participants for the Narrative Analysis method were asked whether they thought their parents divorce effected their communication with adults outside of their family, and whether the effect was negative or positive. They were also asked to give examples of their communication in relationships they had with adults outside of their family. From these ten narratives a Q-sort statement sheet was developed containing thirty statements stated from the Narrative Analysis. The twenty participants that participated in the Q-sort method ordered the thirty statements from what they saw to be most true to least true based on their personal experience in communicating with adults outside of their family after divorce. This study concluded that divorce does in fact effect a child's communication with adults outside of their family; however, whether or not those effects are positive or negative were questionable according to the participants in this study. Recommendations for future research are discussed.

Key Words: Divorce, Effects, Communication, Children, Girls, Narrative Analysis, Q-sort, Adults Outside the Family

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Chapter 1: Introduction

Divorce is spreading across the world. Marriage today is not expected to be the lifetime commitment it once was. Couples seem to get married in the moment based on their emotions and feelings, not for the precious covenant that marriage represents before God. Why does a person get married? Is it to satisfy their desire to feel loved and accepted, or because they have met a soul mate that will challenge them to grow in the Lord so they can become more holy together? Although divorce is very difficult, it is even harder when there are children involved. There have been many studies conducted on the effects divorce has on children. In this study, the effects divorce has on a teenage girl's communication with adults outside of her family is examined. It has been said that children from divorced families tend to be more closed off from building relationships with adults around them and deal with trust issues. Jacquet and Surra found that "compared to women from intact families, women of divorced families reported less trust and satisfaction, but more ambivalence and conflict (627)." This suggests that children from divorced families have seen the problems that are in their parent's marriage, and find it hard to trust anyone in their own relationships because of that.

In response to the rising occurrence of divorce across the world, researchers are constantly studying the effects divorce is having on children today. Important studies on divorce and how it affects a child's relationships can be divided into five categories that relate to how children of divorce communicate with adults outside of their family. The first major category looks at how divorce affects parent-child relationships (e.g. Neale and Flowerdew, Amato, Cooney). A child learns how to communicate in relationships from their relationship with their parents. That is why this is an important area of study to explore. The second recognizable category examines how parental disclosure about divorce affects children (e.g. Afifi, McManus,

Huber). Children learn from how their parents behave and respond to situations. Most likely, the child will deal with the divorce more positively or negatively depending on how their parents disclose information and deal with it. The third set of studies explains how divorce affects children's future relationships (e.g. Jacquet and Surra). Many studies have been conducted on how divorce plays a role in a child's future romantic relationships. By having an understanding of these affects, a better analysis can be made for communication patterns in other relationships with adults outside of the family. Next, researchers have realized the importance of acknowledging differences in how children adjust to divorce (e.g. Hines, Leon, Bowyer, Kelly). Depending on how well the child adjusts to the divorce, it could play a major role in their communication patterns in other relationships. Fifth, researchers have studied how gender differences can change the effects of divorce on children (e.g. Page, Bretherton, Koerner). Males and females have been studied separately to understand how they respond to their parents divorce differently. Narrowing down these five categories helps explain the effects divorce has on children and how those effects can relate to their communication in other relationships with adults outside of their family. A literature review of studies that have used the Narrative Analysis method will also be surveyed (e.g. Frentz, Farrell, Thomas).

Past research explains that the effects of divorce vary depending on how the divorce is discussed and communicated between the parents and children. Paul Amato explains that "overall, children from a divorced family tend to have a well-being lower than those from a married family for various aspects a child undergoes in a divorce" (1282). Only a handful of studies (e.g. Jacquet and Surra, Hines) can be found related directly to how divorce affects relationships outside of the family, and most of these relationships that have been studied consist of romantic relationships. In this study, there will be an even narrower focus. This study is not

going to look at children in general, but specifically adolescent girls. Examining past research, there has been very little research done in the area of how divorce affects gender differences in adolescents as well. From the studies conducted, it can be seen there are some major differences in how adolescent girls and boys may respond to divorce. Further research in the area of relationships between adolescent girls and adults outside of their family is needed to provide a better explanation and understanding for how divorce is affecting their communication in such relationships.

A study about adolescent girls from divorced families and how they communicate with adults outside of their family is important for several reasons. First, researchers in the past have never examined relationships between children from divorced families and adults outside of their family. Second, communication between children and adults outside of their family is different from the communication between children and members inside their family or in a romantic relationship. Third, there has been no research done specifically looking at how divorce effects a teenage girls communication with adults outside of her family.

The purpose of this study will be to understand the effects divorce has on adolescent girls in how they communicate in their relationships with adults outside of their family, more specifically teachers, youth workers, mentors, and counselors. The hypothesis of this study was that divorce negatively effects a child's communication with adults outside of their family. Negative communication effects include trust issues, withdrawing from relationships, closed communication, and being uncomfortable communicating with adults outside of their family. To understand the effects divorce has on adolescent girls in this area, a group of female freshman level college students from a Mid Atlantic university were asked to volunteer in this study if they were qualified and came from a divorced family. The students in this study were from a general

required communications course at a Mid Atlantic university. There were two different groups of students in this study. The first group of students was ten female students from divorced families that were asked to volunteer to provide narratives on their experiences interacting with adults outside of their family during their childhood. The theory used in this section of the study was Narrative Analysis. A number of researchers today give philosophical and theoretical justifications for why narrative analysis is a great basis for looking at social interactions (Hirokawa, Cathcart, Samovar, & Henman 269). Donald Polkinghorne, in his book, *Narrative Knowing and the Human Sciences* argues that human experience operates in the mental realm and involves personal meanings derived from our direct and indirect interactions with physical aspects of human existence (Hirokawa, Cathcart, Samovar, & Henman 269). Polkinghorne continues by arguing that "understanding human experience is best accomplished by analyzing the stories people tell because they

> [retrospectively] sort out the multitude of events and decisions that are connected to [the event in question] . . . [by selecting] those that are significant [to them] . . . and draw together the various episodes and actions into a story that leads through a sequence of events to an ending" (Hirokawa, Cathcart, Samovar, & Henman 269).

Basically, Polkinghorne suggest that stories emphasize and communicate our basic understanding of what happened, why it happened, and what resulted from what happened (Hirokawa, Cathcart, Samovar, & Henman 269).

Narrative Analysis has been used by many researchers for many different areas of study. In Reissman's book "Narrative Analysis" she gives several different studies that have used Narrative Analysis in explaining the process of Narrative Analysis. Some of the studies include: a study on violence by Labov (1982) looking at inner city youth, a study on newlywed couples

by Veroff in the press (Reissman 54), and a study done on the causes of divorce by Goode (1956) (Reissman 56). These are just a few studies for the ways Narrative Analysis can be used. The theory of Narrative Analysis is very broad and can be used for many different kinds of studies. Narratives are a great way to discover information about any topic as long as the source is credible and the information given can be validated. The process of Narrative Analysis is very in depth, and a lot of information can be given. For this reason ten participants was considered a good number for the first part of this study to validate the information shared. The information shared was voice recorded and listened to several times to list statements from the interview, and do an analysis of the information shared. Also, the statements listed from the interview and information that was analyzed, was reviewed by the participants to avoid misinterpretation by the investigator.

The narratives given could involve both positive and negative experiences. The participants were simply asked to reflect over their high school experience concerning their communication with adults (teachers, mentors, counselors, and youth leaders) outside of their family. The stories these students shared helped decide the questions for the second part of this study.

The second part of this study used the Q sort method. For the Q sort a group of 20 female college students volunteered. These 20 students provided answers for the Q sort statement sheet to help give statistical evidence to back up the narratives from group one of the study. The Q sort contained thirty statements that came from the analysis of the narratives given in the first part of the study. From those thirty statements, these participants had to order the statements from most true to least true as they reflect back on their high school experiences with adults outside of their family. Five of these 20 participants were interviewed to explain why they

chose to order the ten statements the way they did. The hypothesis for this study is that children from divorced families experience communication problems when communicating with adults outside of their family.

This study examined and explained the effects divorce has on the communication between teenage girls from divorced families and adults outside of their family. To begin the study there is a literature review given of past studies done in this area, the methodology being used to conduct the study, then the results are given and analyzed, along with providing recommendations for future research. Before the study can be further developed a clear understanding of past research should be examined and understood, along with the theory being used.

Chapter 2: Literature Review

Divorce is very prevalent in our society today. Marriage does not seem to be the sacred covenant in families that it once was. Today, if a married couple celebrates their twenty-fifth wedding anniversary society congratulates them for being together twenty five years like it is a major achievement. It seems that many people today do not hold the value that marriage is a life time commitment. People believe that if they are unhappy in their relationship with their spouse then they have every right to file for divorce and end the relationship. While divorce seems like a quick fix to marital problems, people do not consider the life time affects it will have not only on their lives, but also on the lives of their children. In the literature review, a survey of literature is given on the effects of divorce, along with literature on Narrative Analysis Theory.

Millions of children are affected every year by divorce. Researchers are constantly performing studies to show the traumatic effects divorce has on the children and how divorce affects the child's other relationships throughout their life. This paper will review the literature on how divorce is affecting children today, by looking at studies on how children are dealing with divorce. Through the research on how divorce affects children, evidence will be presented to show the importance of a study on how divorce affects not only the adolescent girl's relationships within their family, but their relationships with adults outside of their family as well.

Divorce has been widely studied by many researchers today. In looking at a review of the literature concerning studies on divorce, important past research in this area can be divided into five categories: how divorce affects parent-child relationships, how parental disclosure about divorce affects children, how divorce affects children's future relationships, the differences in how children adjust to divorce, and gender differences and the effects of divorce. These five

categories provide a good background to help understand how divorce affects and influences a child's relationship with an adult outside of their family. All of the five categories discussed relate to how a child communicates in relationships outside of their family. The relationship a child has with their parents, and how the parents discuss the divorce strongly influences how the child will cope and adjust to the divorce, as well as handle their future relationships. There has been little research done on how divorce affects a child's relationships with adults outside of their family, and even less research which specifically focuses on adolescent girls. To begin, past studies are reviewed that look at the issues children from divorced families struggle with, and the main factors that contribute to those issues. This chapter will finish by looking at Narrative Analysis Theory and the past research that has used Narrative Analysis as the methodology for study.

Divorce and Parent-Child Relationships

The first area of study on divorce to review is how divorce affects the parent-child relationships. There have been several scholars that have written articles studying this area. Bren Neale and Jennifer Flowerdew, from the University of Leeds United Kingdom, wrote an article entitled "New Structures, New Agency: The Dynamics of Child-Parent Relationships after Divorce" to study how children 'work out' their relationships with their parents over space and time. They developed their study looking at the long term experiences of children living in divorced or separated families in the United Kingdom. The United Kingdom, like most post-industrial societies, has had a growing rate of divorce since the 1950's. The authors discussed the problem of how divorce has become a common trend in families today. This widespread change in families suggests that people are changing the way they conduct their personal lives and relationships which has caused an increased interest in studying families to understand and

conceptualize the complexities of contemporary families today. The conclusions of this study suggested there needed to be more focus on relationships when looking at the quality of children's family lives (25). The authors concluded that relationships should be based more on quality than quantity. While this seems to be a common assumption, the authors explain that the cases they present suggest "how the make up of a child's day to day life strongly connect with the way their life will unfold over time." Their past and projected future plays a major role in shaping their lives. The authors conclude that how children relate to their parents will show throughout the other relationships they have both in and beyond their families (41).

Afifi and Schrodt conducted a study on how children of divorce feel caught in the middle of their parents in a divorce, thus leading them to avoidance and dissatisfaction with their parents. In their study they compared the results between children of divorced and non-divorced families. Children of divorced families reported greater "avoidance, feelings of being caught, greater parental demand which resulted in withdrawal patterns, less parental communication competence, less closeness, and less satisfaction than children from first marriage families" (142).

"Divorce is a Part of My Life…Resilience, Survival, and Vulnerability: Young Adults' Perception of the Implications of Parental Divorce" was written by Dorit Eldar-Avidan, Muhammad M. Haj-Yahia, and Charles W. Greenbaum, from the Hebrew University of Jerusalem. This was a qualitative study among 22 young adults that were 20-25 years old whose parents divorced during their childhood. The study was conducted in Israel, using semi-structured, in-depth, open-ended interviews. Three child identity profiles were found: resilience, survival, and vulnerability. The prominent difference between each profile was the relationship between the parent and the child, and the perception of ongoing parental responsibility (30).

This study shows the need and importance of a healthy relationship between children and parents when the parents are going through a divorce. The child needs a good relationship with their parents to cope with and handle the transitions of a divorce.

"Surviving the Breakup? Predictors or Parent-Adult Child Relations After Parental Divorce" was a study about the predictors of post divorce relationships that examined parents and their adult offspring using longitudinal data from a sample of 210 white adults, ages 18-25, whose parents had recently divorced. Teresa Cooney, Katherine Hutchinson, and Diane Leather did a regression analysis to reveal that three types of factors were linked to post divorce relationship outcomes: pre and post divorce family processes and divorce-related situations. They found that the specific predictors of relationship outcomes varied by the gender of both parent and child (153). While there was no set response for how a child reacts to a divorce, researchers have narrowed down the possible outcomes for how a child may react to, or cope with, the divorce through various studies done. The parent-child relationship plays an important role in how the child will deal with the divorce.

William S. Aquilino studied the impact divorce had on young adults' assessment of parent-child relations and found that all family members, including nonresident adult children, feel the emotional turmoil and interparental hostility involved in many divorces. Aquilino explained that,

> "The parent-child relationship provides a unique source of support and identity to children over the life span. Parents often remain a critical source of support to young adults as they make the transition to residential independence. Strained relationships with parents result in greater psychological distress among adult children. Parental divorce represents a cataclysmic change in the marital dyad" (908).

From this study, it is seen that the relationship between a child and their parents is crucial in the development of growing up and transitioning through the phases of life.

An article entitled “Perception of Family Structure, State-Anger, and Parent-Child Communication and Adjustment of Children of Divorced Parents” looked at the effects of parental perceptions of family structure and how that affects a child's sense of self-worth. The authors concluded through their study that “more positive perceptions of 'actual' family structure correlated with more positive parent-child communication and lowered state-anger, while higher 'ideal' perceptions correlated with more negative communication and higher state-anger” (Dreman and Rotern 47). They concluded that the relationship between the parent and the child will play a role in how they communicate not only in their relationship, but in the relationships outside of their family.

Juliana Sobolewski conducted a study that assessed the associations between parents' marital discord and divorce, patterns of parent-child relationships, and adult children's subjective well-being. She found that in cases of divorce it was normal to find that a child usually was closer to one parent that the other. She found that children from non-divorced families tended to be closer to both parents and had an overall better state of well-being than children who came from divorced families. The study concluded that in divorced family cases, the children do not seem to benefit more from being closer to both parents. Also in some cases of divorce, it proved to be healthier for the child to have a closer relationship with only one of their parents (1105).

The final article found that related to parent-child relationships was written by Judith Wallerstein. Her article was about how the psychosocial problems seen in divorce play a role in the existence of overburdened children. In her study she found that the compound chain of psychological, social and economic changes that follow after divorce can distinctly affect the

perceptions that children and parents have of each other. She explains that “several authors have called attention to the independence and maturity that characterize many young people in divorced families and have noted as well the increase in children's participation with the custodial parent as equals in the day-to-day responsibilities of the household and the increase in friendship and communication between child and parent. Marital breakdown can accompany or precipitate severe and sometimes lasting disorganization in the adult” (116).

After reviewing the journal articles mentioned above, there is no question that the relationship between a parent and the child plays a major role in how the child copes with the divorce, and that there are effects of a parent-child relationship that does influence other relationships outside of the family. The next major area of study reviewed is parental disclosure about divorce. Parental disclosure about divorce can be related to how divorce effects a child’s communication with adults outside of their family.

Parental Disclosure about Divorce

Another important category to discuss is how parental disclosure affects children in divorce. The way a parent behaves and discloses information to a child about their divorce will influence the child’s behavior in their future relationships because the child learns from the way their parents behave. There are many articles that discuss parental disclosure during divorce. Tamara D. Afifi, Tara McManus, Susan Hutchinson & Birgitta Baker wrote an article entitled “Inappropriate Parental Divorce Disclosures, the Factors that Prompt them, and their Impact on Parents’ and Adolescents’ Well-Being.” This article explains how recent research shows that parents’ inappropriate disclosures about the divorce process can be stressful for adolescents. The author discusses that while this is true, little is known about the conditions that prompt parents to disclose inappropriate information about the divorce to their children. The study examines

factors that potentially influence parents to reveal inappropriate information to adolescents such as a lack of social support, a lack of control over divorce stressors, and the severity of the divorce stressors. Also, the study goes further to examine the impact the inappropriate disclosures have on both the parents and the adolescents well-being. Surveys were gathered from 118 custodial parent-adolescent dyads. The results showed that a lack of social support and the severity of the stressors did not influence parent's inappropriate disclosures. Custodial parents' lack of control over their divorce-related stressors was the only factor associated with their inappropriate disclosure. "When a lack of control over divorced-related stressors was considered, parents with less stressful interparental conflict were likely to be distressed by their inappropriate disclosures, whereas parents who had a strained relationship with their former spouse were not. Adolescents' perceptions of the inappropriate disclosures were also a stronger predictor of adolescents' well-being than the parents' perceptions of their own disclosures" (78).

Tamara D. Afifi, Frances N. Huber, and Jennifer Ohs also conducted a study that examined how custodial parents and adolescents communicate with each other about their divorce related stressors and how this communication impacts their own and the other person's ability to cope positively with the divorce. In the study interactions between 50 parents and adolescents were coded with outside observers using Burgoon and Hale's Relational Communication Scale. The results revealed that parent's and children's ways of communicating about their stress were independent. "The child's communication was positively associated with their own ability to cope positively with the divorce, and the parent's communication was inversely associated with the child's ability to cope with the divorce" (1).

Another study was conducted by Tara McManus that examined parent-child divorce to see how family members cope with the stressful event. She discusses how disclosure as a

communicative coping strategy may have both beneficial and deleterious effects on the child, parent, and their relationship. Her journal offers an explication of disclosure as a communicative coping strategy, and then examines disclosure through three theoretical perspectives: human development, social cognitions, and information regulation (1).

Parental disclosure about divorce is an important category to review because the way a parent discloses information about the divorce and behaves in front of the child will play a significant factor in how the child responds and learns to deal with issues in their own future relationships. If the parent is not careful in the way they model appropriate behavior to the issues the divorce presents the child could seriously suffer and could learn poor communication skills from it. Another area that was important to look at was past studies that evaluated divorce and how it affected a child's future relationships. The next section reviews studies on how divorce affects a child's future relationships.

Divorce and a Child's Future Relationships

There is no question that divorce plays a major role in how a child will handle their own personal relationships. There have been many dissertations written about divorce and affects it has on romantic relationships. Most research looks specifically at intimate romantic relationships outside of the family after divorce. Very few articles look specifically at a child's general relationships with adults outside of the family.

"The Influence of Divorce and Other FOO Factors on Young-Adult Relationships" was a dissertation written by Halldis Marie Kelly. The purpose of this study was to research "the proposition that children who experience their parents' divorce are predisposed to impairments in the formation of stable, long-lasting romantic unions in adulthood" (589). The study explores the role of family-of-origin (FOO) structure (divorce vs. intact FOO), FOO environmental

characteristics (family rituals, positive family affect, family communication, family worries, family conflicts), and gender in predicting adult-children's relationship characteristics. Kelly notes that there have been very few studies done to consider these factors together. The adult-children's relationship was "assessed using measures of positive and negative relationship-communication strategies, relationship beliefs, and fear of intimacy" (589). The results showed that qualities of the FOO environment, instead of its structure, lead to positive and negative relationship-communication strategies, relationship beliefs, and fear of intimacy in adult-children. The author concluded that "positive aspects of the FOO environment, rather than the presence or absence of negative FOO environmental characteristics, were most predictive of adult-children's relationship-communication, relationship beliefs, and fear of intimacy" (589). This article greatly supports the assumption that divorce will influence a child's future relationships.

Another article "Parental Divorce and Premarital Couples: Commitment and Other Relationship Characteristics" was written by Susan E. Jacquet and Catherine A. Surra. This study looked at how parental divorce is said to affect the romantic relationships of young adults, especially with respect to their certainty about the relationship and perceptions of problems in the relationship. The authors examined the connections through a random sample of 464 coupled partners. The study found that the instability of divorced families strongly affected the relationship stability and satisfaction of both men and women (627). Also, the author noted that young adults who were casually dating showed the strongest effects of parental divorce, suggesting that repercussions of parental divorce may be in place before the young adults form their own romantic relationships (627).

Claire Cartwright conducted a study to find out young adult's perceptions on how their parents divorce had affected them. She gathered her data through interviews with 40 adults between the ages of 19 and 29 years old. She found that divorce had affected these young adults in many different areas: mental health problems, difficulty in intimate relationships and increased rates of divorce. The focus of her study was to look at the young adults perceptions of how divorce had affected their lives. She looked at the negative effects that could be seen that were related to the divorce. "These included problems in their own functioning in every day life, perceived problems in intimate relationships, and problems in relationships with other family members, especially parents" (125).

From the articles surveyed above it is evident that the effects divorce has on children will play into their future relationships for the rest of their life. However, there have not been many studies conducted to research how divorce affects a child's relationships with adults outside of the family. Most research available looks at relationships on a romantic level. There needs to be further studies conducted to provide understanding for how children of divorce communicate generally with adults outside of their family. How a child adjusted to the divorce has also been an important area of study researched in the past. Depending on how well the child adjusted to the divorce could influence their communication in relationships with adults outside of their family.

Child Adjustment and Divorce

There is no definite answer for how a child will respond to divorce. Every case is different with varying circumstances that will influence a child's response. There have been many studies conducted to look at different aspects that affect the way children adjust and cope

with divorce. The process that a child goes through adjusting to a divorce will influence their future relationships.

Katherine Marie Macie wrote a dissertation entitled "The Influence of Co-parenting and Parental Marital Status on the Long-term Adjustment of Young Adults." In her study, she examined parental martial status and parenting behaviors in childhood and how they related to young adult psychological adjustment. She had 392 college students respond to questionnaires evaluating broadly-defined psychological adjustment such as general pathology, self esteem, delinquency, fear of intimacy, achievement tendency, and work ethic. Also, in the questionnaires she evaluated various aspects of parenting and co-parenting such as parental conflict, triangulation, interparental respect, interparental communication, father's involvement, mom's and dad's monitoring, mom's and dad's discipline, and mom's and dad's communication with the child. She found that were no major group differences between children of married families and children of divorced families on any measure of psychological adjustment. However, the two groups did differ on the adult child's perception of their parents' parenting and co-parenting behaviors. In her study she found that "in the co-parenting behaviors, the father's parenting skills, and the mother's parenting skills were found to be related to psychological outcomes based on a hierarchical multiple regression analysis (1)." This article explains how a parents parenting style will influence how a child adjusts to divorce, and that adjustment will affect them psychologically in other relationships.

Paul R. Amato also wrote an article called "The Consequences of Divorce for Adults and Children" in which he used the divorce-stress-adjustment perspective to summarize and organize the empirical literature on the consequences of divorce for both adults and children. His review drew on the research in the 1990's to answer five questions: "How do individuals from married

and divorced families differ in well-being? Are these differences due to divorce or to selection? Do these differences reflect a temporary crisis to which most people gradually adapt or stable life strains that persist more or less indefinitely? What factors mediate the effects of divorce on individual adjustment? And finally, what are the moderators (protective factors) that account for individual variability in adjustment to divorce?" (1282) These five questions provided the foundation for Amato's study. In his research, Amato suggests how divorce has the potential to create turmoil in a person's life while their reactions to that turmoil may vary. He explains that some people benefit from divorce, others experience temporary decrements in their well-being, and it is possible a person may never recover from a "downward trajectory" due to divorce (1269). Throughout this article the author explains the incidents which lead to these various outcomes. Overall, the authors study indicates that children from a divorced family tend to have a well-being lower than those from a married family for various situations a child deals with in a divorce (1282).

Alice M. Hines, from San Jose State University, in her article entitled "Divorce-Related Transitions, Adolescent Development, and the Role of the Parent-Child Relationship: A Review of the Literature," discusses the challenges a child goes through "concerning multiple developmental changes, divorce and its related transitions present additional challenges, promoting growth for some and constituting development vulnerabilities for others" (375). The author does a review on the literature of "adolescent development, family relationships, and the impact of divorce on adolescents to show that adolescents experience divorce differently than younger children and that a positive parent-adolescent relationship can improve the negative effects of divorce" (375). Hines identifies the major gaps in the literature in the areas of differential effects for ethnic and minority youth and families and the effect of diverse family

configuration on development (375). For the recommendations for future research, Hines suggests research needs to be done not only on how parent-child relationships affect the child, but also on how other relationships affect the child (383). Divorce involves multiple transitions in a child's life. Researchers need to carefully examine a longitudinal research prior to the teenage years following through the entire transition, not just the years of divorce (384).

Another article "Risk and Protective Factors in Young Children's Adjustment to Parental Divorce: A Review of the Research" reviewed the literature on parental divorce and early childhood development, using developmental psychopathology as an organizing framework. This study asked three questions in respect to young children: "How does parental divorce affect developmental outcomes? What risk and protective factors influence adaptation? How does early parental divorce affect later adjustment?" Kim Leon wrote this review to focus on divorce-related issues specific to young children (258). The literature she reviewed corresponded with the questions listed above. She found that depending on the age of the child when the divorce occurs, there have been different analyses made for the risks involved for the child in dealing with the stress of divorce. Younger children tend to be affected differently than adolescents and Leon recommends further research needs to be done in this area.

Susannah Bowyer conducted a study that explained that about three million children, one in four of all children in the United Kingdom, would experience separation of their parents. She explained how children have little to say in the living arrangements that are made for them following a divorce. Divorces are stressful times when the parents do not usually put the child's best interest first. Bowyer discusses child satisfaction in the court case in her study. She concluded that "it is the individual characteristic of the child, the parents, and in particular the intensity of the conflict that had the biggest impact on the young people's satisfaction with the

outcome of the court case and noted the "remarkable maturity" of many of the other respondents, and the care and concern they showed for their parents, sometimes at the expense of their own wishes and feelings" (24). This article provides a good explanation of how children do not have input for how their situation is handled in the divorce, and demonstrates the stress that they undergo because of this.

Throughout divorce, there are several adjustments children undergo, and there can be problems that must be dealt with the rest of their life. Joan B. Kelly and Robert E. Emery wrote an article called "Children's Adjustment Following Divorce: Risk and Resilience Perspectives." This study focused on the long-term adjustment of children of divorce reviewed from the perspective of the stressors and elevated risks that divorce presents for children and protective factors associated with better adjustment. The authors discuss the resiliency demonstrated by the majority of children and the controversies regarding the adjustment of adult children of divorce. Also, there is a third dimension, the lingering painful memories, which is distinguished from pathology in order to add a useful complement to risk and resilience perspectives. This study was written to punctuate the design of programs that focus on known risk factors for children, that assist parents to institute more protective behaviors, and that enhance children's longer-term adjustment (352). This article stresses the importance of parents handling divorce in a positive manner to provide the most positive experience that divorce can have on their children. The parents can also do this through providing the support their children need to discuss their feelings about the divorce.

There have been many studies conducted on coping and intervention programs to help children with divorce. "Children in Separated Families: A Group-Based Intervention Strategy"

is an article that discusses how children of divorced families should be helped in sorting out their feelings and learning how to deal with the divorce. The author of the article describes that,

> "The effects of divorce and separation on children can be traumatic and long lasting. Any intervention has to be aware of, and sensitive to, the aims of custodial parents. A group-based intervention aimed at helping children to be less vulnerable to both emotional problems and future abuse was described throughout this study" (285).

The author found in his study that intervention needs to be taken with caution, and it should be recognized that children make their own choices about when to speak out and what to say or how to communicate with their family members (285).

Also, Sheila Kessler and Sylvia Bostwick conducted a study to look at children ages 10-17 who are going through a divorce in their family. They set up a workshop that was broken down into two parts. The first half of the work shop discussed the problems that needed to be acknowledged, and the needs of the participants that needed to be met. The second half discussed the communication techniques that should be used to deal with those issues, and handle those problem areas (38). The steps in dealing with and adjusting to a divorce should not be overlooked. If the proper coping strategies are not taken the child will never fully deal with their emotions of the divorce, and they could have serious affects in their future relationships.

Another article about intervention programs was "Children of Separation and Divorce: Effects of a Social Role-Taking Group Intervention on Fourth and Fifth Graders." This article studied the intervention programs and how they help children of divorce adjust to divorce. The experimental group in this study provided training in cognitive social role taking and assertive communication skills in dealing with children from divorced families. The results of the study

suggested that “a period of consolidation may be necessary for changed attitudes and beliefs to produce measurable behavioral and emotional change” (55).

Through these articles it is obvious there are important steps that should be taken in adjusting to a divorce to help a child cope with their family situation. How a child adjusts to the divorce will affect them psychologically and will also be visible in their other relationships. To understand how a child communicates in relationships with adults outside of their family, it is necessary to be aware of the adjustments they must go through to cope with the divorce.

Studies on Gender Differences and the Effects of Divorce

In this study, the researcher has chosen to focus more specifically on adolescent girls rather than on children. There has not been very much research done on how divorce specifically affects girls. Although there has been a small amount of research done in this area, there is still no question that adolescent girls and boys respond differently to divorce. In this section, a survey of literature is discussed concerning gender differences in children and the effects of divorce.

The first important area researchers note in gender differences and responses to divorce for adolescents is attachment themes. There was an article written by Timothy Page and Inge Bretherton that looked at “Mother- and father-child attachment themes in the story completions of pre-schoolers from post-divorce families: do they predict relationships with peers and teachers?” They based their study on Bowlby’s claim that ‘internal working models’ on the self-worth of parents influence the way a child approaches relationships with others. They examined “the attachment representations of 66 pre-schoolers (39 boys, 27 girls) in relation to teachers’ or child-care providers’ perceptions of their social competence” (1). They explain that their study goes beyond other studies in three ways. First, all of the participants were from post-divorce

families. Second, the mother and father child representations were examined independently. Third, teachers gave their perception on their relationships with the students, as well as discussed students social behavior with them, along with their peers. The findings for this study showed that children with greater attachment to their mother's had better teacher rated social behaviors for both boys and girls. They also found that boys that were empathetic towards their parents had a positive influence on their relationships outside of their family, and girls that were empathetic had a negative influence on their relationships outside of their family (1).

Susan Koerner, Sara Wallace, Sun-A Lee, Kristine Escalante, and Stephanie Lehman studied in the area of gender differences and parental self-disclosure for adolescents dealing with divorce. Their article was called "Sensitive Mother-to-Adolescent Disclosures After Divorce: Is the Experience of Sons Different From that of Daughters?" Their study looked at two different areas. "First, are adolescent sons and daughters exposed to sensitive maternal disclosure after divorce with similar frequency and detail? Second, does gender act as a moderator in the association between maternal disclosures and adolescent adjustment difficulties?" (46). This study looked at adolescents who were dealing with divorce after only two years. They had 194 adolescents in their study. They used both closed and open-ended data. The quantitative data showed there was not a difference in the gender responses. "Frequent and detailed maternal disclosures were associated with adolescent adjustment difficulties, primarily psychological distress" (46). The qualitative data showed there to be a link between the parents self-disclosure and child distress, as well as the importance of how parents should self disclose. Also, several differences were noted in gender response to how the parents self disclosed information about the divorce from this study (46).

Researchers have also taken an interest in studying gender differences for adolescents in how they transition post divorce in both an academic and behavioral setting. Mack Hines III conducted a study on "Adolescent Adjustment to the Middle School Transition: The Intersection of Divorce and Gender in Review." This study looked at the difference in how genders in middle school transition and adjust to divorce. This study also looked at the student's academic and social behaviors. They looked at 196 students from divorced families. There were major differences found between the results of the two genders. This study showed that girls transitioned better than boys at a middle school age. However, one area showed girls had a harder time making friends than boys. This study definitely concluded that there are differences in how genders adjust after a divorce in their family. The author discusses possible ways to help develop awareness about transitional difficulties the genders experience from divorce (1).

Another study that examined adolescents from divorced families and gender differences in transitioning was an article called "Childhood predictors of externalizing and internalizing problems in adolescence" written by Andre Sourander and Leila Helstela. Their article looked at how externalizing and internalizing problems affected boys and girls differently. There were 609 children in this study assessed at two different time points. At age 8 they were evaluated with parental and teacher Rutter scales and Child Depression Inventory, at age 16 with the Child Behavior Checklist. In boys they found a pattern of "parental reports of hyperactivity independently predicting externalizing problems and teacher reports of hyperactivity independently predicted internalizing problems" (415). The teacher reports dealing with conduct looked at both boys and girls at externalizing problems. In both genders, they found a pattern of "parental reports of emotional problems independently predicted internalizing problems among both boys and girls" (415). The children's reports showed the girls to have a higher problem of

internalizing problems. There was a higher need for treatment seen in the girls results. The conclusion of the study stated that treatment needed to be dealt with early on because the stability of behavior problems can be potentially problematic if issues are not dealt with early on (415).

Another area that has been studied concerning gender difference affects and divorce is the issue of parental self-disclosure with adolescent children. Susan Koerner, Sara Wallace, Stephanie Lehman, and Meghan Raymond conducted a study called "Mother-to-Daughter Discolsure After Divorce: Are There Costs and Benefits." These authors conducted their study on 62 young girls within the first two years after divorce. They studied five sensitive topic areas that mother's disclose about, including financial concerns, negativity toward ex-husband, job ups and downs, and personal concerns. They found that most mothers disclose to their daughters about these sensitive topics. This caused greater distress for their daughters, and surprisingly affected the mother-daughter closeness negatively. They discuss possible alternatives to understanding ways to avoid greater risks in self-disclosure in divorce situations (469).

Attachment themes were studied by Timothy Page and Inge Bretherton. They wrote an article called "Representations of Attachment to Father in the Narratives of Preschool Girls in Post-Divorce Families: Implications for Family Relationships and Social Development." In this study, they used the Attachment Story Completion Task-Revised to measure attachment security to look at characteristics of pre-school aged girls that had attachments to their fathers. There were 27 girls in the study. The parents had been divorced for two years, and the girls were living with their mothers. Previous studies showed the results to be significantly different than that of the boys. Where the boys were likely to attach to their fathers, the girls were opposite. Results

prove that when girls attach to their fathers, they have family instability because both parents aren't available (99).

Obviously much research has been done on divorce. With the increasing rate of divorce going on across the world it will continue to be a prominent source for communication research. Looking at the specific categories mentioned above provides a good background for the research already conducted on how divorce is affecting gender differences in children today. Some of the studies mentioned give insight specifically on how divorce is affecting adolescent girls, and provide information for how adults outside of the family can expect children of divorces to communicate in a relationship and the boundaries and struggles with which children of divorced parents might struggle. Next, we will move into a literature review of the theory that will be used for this study.

Narrative Analysis Theory

Walter Fisher proposed and developed the narrative paradigm theory. In the book "Human Communication as Narration: Toward a Philosophy of Reason, Value, and Action" Fisher explains that the essential parts of the paradigm are:

> "(1) Humans are…storytellers. (2) The paradigmatic mode of human decision making and communication is "good reasons," which vary in form among situations, genres, and media of communication. (3) The production and practice of good reasons are ruled by matters of history, biography, culture, and character along with the kinds of forces identified in the Frentz and Farrell language-actions paradigm. (4) Rationality is determined by the nature of persons as narrative beings—their inherent awareness of narrative probability, what constitutes a coherent story, and their constant habit of testing narrative fidelity, whether or not the stories they experience ring true with the stories they

> know to be true in their lives… (5) The world as we know it is a set of stories that must be chosen among in order for us to live life in a process of continual re-creation" (Fisher 5).

Fisher discusses how Burke defined "man" as the "symbol-using animals." He described the idea of human beings as storytellers as the generic form of all symbol composition. "It holds that symbols are created and communicated ultimately as stories meant to give order to human experience and to induce others to dwell in them in order to establish ways of living in common, in intellectual and spiritual communities in which there is confirmation for the story that constitutes one's life" (Fisher 63). Fisher went on to explain that Burke suggested, a story that participates in the stories of those who have lived, who live now, and who will live in the future (63). Fisher also quotes Heidegger, "We are a conversation….conversation and its unity support our existence" (63).

Narrative is important in theme, if not in every detail, for people everywhere because narratives allow us to understand the actions of others "because we all live out narratives in our lives and because we understand our own lives in terms of narratives" 66). Fisher explains how the problem of rationality leads to narrative probability and narrative fidelity. Fisher proposes the narrative paradigm as a philosophy of reason, value, and action (47). Fisher explains that narrative rationality is based on logic. He states that the essential components of this logic are the following:

> "Human communication is tested against the principles of probability (coherence) and fidelity (truthfulness and reliability). Probability, whether a story "hangs together," is assessed in three ways: by its argumentative or structural coherence; by its material coherence, that is, by comparing and contrasting stories told in other discourses (a story

> may be internally consistent, but important facts may be omitted, counterarguments ignored, and relevant issues overlooked); and by characterological coherence. Concern for this third type of coherence is one of the key differences between the concept of narrative rationality and traditional logics, and this requires some explanation" (Fisher 47).

According to Fisher, central to all stories is character. Depending on whether or not the story will be believable depends on the character, both narrators and actors. To determine a person's character their decisions and actions must be evaluated to reflect their values. Fisher says "in other words, character may be considered an organized set of actional tendencies. If these tendencies contradict one another, change significantly, or alter in "strange" ways, the result is a questioning of character" (47). Without a character acting characteristically and predictably there is no trust, community, or rational human order (47).

Fidelity is the truthfulness of a story. It is assessed by applying what Fisher calls "the logic of good reasons," which is a logic formed by combining the means of analyzing and evaluating arguments offered by such writers as Toulmin, Perelman, and Ehninger and Brockriede with critical questions that can locate and weigh values (47-48). These questions include questions about fact, relevance, consequence, consistency, and transcendental issues (48). Fisher explains that narrative rationality does not "deny that discourse often contains structures of reason that can be identified as specific forms of argument and assessed as such. Narrative rationality incorporates this fact but goes beyond it to claim that reason occurs in human communication in other than traditional argumentative structures" (48). Fisher concludes that "the concept of narrative rationality offers systematic principles, procedures, and criteria for

assessing elements of discourse that provide warrants for believing or acting in particular ways" (49).

To better define narrative paradigm, Fisher explains how it relates to Bormann's concepts of "fantasy themes" and rhetorical visions," and to the Frentz and Farrell language-action paradigm. Fantasy themes happen in a group interaction from something that occurred to the group in the past or idea of where the group may go in the future (63-64). When fantasy themes are put together they become composite dramas. Bormann calls these "rhetorical visions." Fisher explains that "from the narrative view, each of these concepts translate into dramatic stories constituting the fabric of social reality for those who compose them" (64). From this it can be seen that rhetorical visions are real. Fisher uses these demonstrations as "evidence for the validity of the narrative paradigm" (64).

Frentz and Farrell developed the language-action paradigm. Fisher states that "what they designate as "form of life" and "encounters"—implicit matters of knowledge, aesthetic expectations, institutional constraints, and propriety rules—can be considered the forces that determine the structure of narratives in given interpersonal environments" (64). According to Fisher, narrative paradigm "merely accommodates the constructs of Bormann and of Frentz and Farrell. Their work enriches the narrative paradigm" (64).

Narrative Analysis is a very beneficial and effective method of study if used properly and credibly. It has been used for many studies in the past, and many researchers today are using the Narrative Analysis Theory by Fisher. However few people have studied divorce using the Narrative Paradigm. There is actually only one study that related the topics of Narrative Analysis Theory to divorce and it was conducted by Denis A. Thomas and Melinda Gibbons. The study was called "Narrative Theory: A Career Counseling Approach for Adolescents of

Divorce." They discuss how students from divorced families deal with academic and vocational problems that challenge their future careers. While divorce doesn't affect all children in the same ways, past research shows affects to be negative in academic and behavioral adjustment. They look at career counseling in their study using a narrative approach, "which recognizes the life-altering influences of parental divorce, appears to have promise for fostering resilience in adolescents and improving their career prospects" (223).

There are many other areas of study where the narrative analysis method has been used. There was an article written by Pamela Fisher and Dan Goodley, "The linear medical model of disability: mothers of disabled babies resist with counter-narratives," that looked at the narratives of parents of disabled babies to draw conclusions about enabling care. The author's analysis drew from the Sheffield site of an ESRC research project Parents, Professionals and Disabled Babies: Identifying Enabling Care, which brought together Sheffield and Newcastle-upon-Tyne University. The narratives of these parents reinforced disempowering interpretations of disability and impairment. There were 25 in depth interviews done, accompanied by stories and ethnographic data. The results suggest that parents are developing counter-narratives, which can "resist linear life models and free parents to enjoy their children as they are" (66). The author's conclude that if "life is perceived as an open book rather than as a concluding chapter, parents are able to develop stories that are neither linear nor heroic but present and becoming" (66).

Another area of study that has used Fisher's theory of narrative analysis is the area of education. An article written by Bruce Dorries and Beth Haller looks at the best method of educating children with disabilities. Their article does an analysis of four years of extensive media coverage of the legal battles of Mark Hartmann's family. "The situation looks at how the

11 year-olds parents took the Loudoun County, VA, Board of Education to court to reinstate their autistic son in a regular classroom" (871). The media gave quite a bit of attention to this story because it was a major issue of debate nationwide. The authors did a synopsis of the narratives about inclusive education within the news media that came from the Hartmann's situation. While the Hartmann's did not win their case in court, the narrative themes in the media advanced the national inclusion movement.

Narrative analysis was also used in a study to examine the stories of daughters dealing with anorexia nervosa looking at their relationships with their fathers. The study was conducted by J. Carol Elliott called "Fathers, Daughters, and Anorexia Nervosa." The study was used to describe the nature of the father-daughter relationship from the perspective of the daughters. There were eleven girls in the study. There were several patterns found in the relationship of the father-daughter. It examines the processes that lead to anorexia nervosa, during, and the recovery stage. The results give implications for nursing practices, research, and health policy (37).

"Thriving as Becoming Resolute in Narratives of Women Surviving Childhood Maltreatment" was an article written by Joanne M. Hall, Marian W. Roman, Sandra P. Thomas, Cheryl Brown Travis, et al.. The reason for this study was to show the experiences of women advancing after childhood maltreatment through personal narratives. It was an interdisciplinary team that conducted in depth interviews with 44 women who survived childhood maltreatment and are succeeding today. Their interviews looked at what worked, what didn't, with the goal of acknowledging the aftereffects of childhood maltreatment, strengths and strategies, and how to overcome the abuse. The study gave understanding for how women of childhood maltreatment could overcome the abuse, and still experience success and peace in their life (375).

The studies mentioned above are only a few of the studies conducted using narrative analysis theory, but these studies show that Narrative Analysis has been used to study divorce and many other family related topics. This survey of literature given shows how effective and beneficial to research the narrative paradigm is. Narrative analysis is a great way to research different topic areas, and gain insightful conclusions.

Chapter 3: Methodology

According to Brody (1987) "the primary mechanism for attaching meaning to human experience is to tell stories about them" (Knapp & Daly 74). Therefore, the primary theory for this study is narrative analysis. The theory of narrative analysis centers on stories told by a group of people that are used to identify characteristics of a group's interaction. There were three different parts to this study. The first part of this study consisted of narratives that were gathered from ten female students from divorced families about their experiences in communication with adults outside of their family in their childhood after divorce. From these ten narratives, statements were compiled to make a Q-sort statements sheet. The second part of this study involved twenty female participants from divorced families who ordered the statements on the Q-sort statements sheet in order by which statements they agreed with most to least. After this data was collected, there was a cluster analysis done to analyze this data. The third part of this study was interviewing five of the participants from the Q-sort volunteers. These participants were asked to explain why they chose the top five statements they agreed with most and the bottom five statements they most disagreed with. These interviews provided more information to validate the data found in the Q-sort analysis.

Hypothesis

The purpose of this study was to look at how divorce affects adolescent girls and the way they communicate with adults outside of their family. Specifically, the main focus of this study was to explain the hypothesis that adolescent girls from divorced families experience negative effects when communicating with adults outside of their family. This study used a mixed methods approach. The first part of the study found qualitative data through narratives. The second part of the study provided the quantitative data to validate the information given from the

narratives in part one. The Q sort methodology was the second part of this study. Using the mixed methods strategies chosen helped validate the data and prevent results that could be based on bias from the narratives given in part one of the study.

Process of Narrative Analysis

In the book "Narrative Analysis" by Catherine Reissman, she discussed how researchers today do not have access to another's experience. They only deal with "ambiguous representations of it such as talk, text, interaction, and interpretation" (8). She broke down the levels of representation into five levels: attending, telling, transcribing, analyzing, and reading.

First, in attending the experience the investigator is reflecting, remembering, recollecting observations. Reissman describes it as "making certain phenomena meaningful" (9). It is the things a person notices in the experience, and thinks about. The second level is telling about the experience. This is the performance of personal narrative. This is the second step because there is an inevitable gap between the experience when it happened, and when an investigator is telling about it. The meaning may shift in a different way because it is put together at the second level (10). Reissman states that "the story is being told to particular people; it might have taken a different form if someone else were the listener" (11).

The third level is transcribing. This is the level after the telling has been taped or recorded. Whether the taping is auio, visual, or both, at some point it will need to be represented in some kind of text. This stage, like the earlier ones, is incomplete, partial, and selective (11). Transcribing is an interpretive practice. Reissman discusses that

> "decisions about how to transcribe, like decisions about telling and listening, are theory driven and rhetorical; by displaying text in particular ways, we provide ground for our arguments, just like a photographer guides the viewer's eye with lenses and by cropping

> images. Different transcription conventions lead to and support different interpretations and ideological positions, and they ultimately create different worlds. Meaning is constituted in very different ways with alternative transcriptions of the same stretch of talk" (13).

The fourth level is analyzing the experience. In analyzing the data the investigator explicitly analyzes the transcript or transcripts. The main issue may be to define critical moments in the transcript, and the challenge is to identify similarities across the moments into a summary (13). This is the stage the investigator tries to make sense of it all. At this point, it is important to not make false assumptions and conclusions about the data given.

The fifth level is reading the experience. This is where the reader encounters the written report. Reissman explains it as "perhaps an early draft was circulated to colleagues and their comments were incorporated into the so-called final product, or perhaps published work was returned to the people it is about, who may or may not recognize their experience in it or like how they are portrayed" (14). She explains that every text is open to several readings and constructions. Even for the same reader, a work can provoke quite different readings in different historical contexts. Because of this, Reissman believes that collaboration is inevitable because the reader is an agent for the text (14). She says that the meaning of a text is always meaning to someone (15).

Now that the five phases of narratives described by Reissman have been explained, next the steps for investigators doing narrative analysis should be examined. Reissman believes there are a series of interpretive decisions investigators will be confronted with. It is important for investigators to think about how they will facilitate narrative telling in their interviews (level 2), transcribe the narrative (level 3), and approach the narrative analytically (level 4). She notes that

the advice she gives is simple guidelines, because in this particular method of study there is no set of procedures compared to other types of qualitative analysis (54).

In the Level 2 phase, telling, Reissman states that it is important to encourage the interviewee to tell about important moments in their lives to give the proper context for their interview, which will implicate the interview schedule that will be developed. It is important to carefully structure open-ended questions that will encourage more narrativization (54). Reissman's personal preference is to have less structure in the interview to give the participant more control. However, she instructs her students to have an interview guide containing five to seven questions in case the participant is having a hard time getting started. In the interview, both the questioner and participant develop meaning together (55). Listeners should clarify any uncertainties they may have. Reissman states that

> "Provided investigators can give up control over the research process and approach interviews as conversations, almost any question can generate a narrative. Sociolinguists argue that events must be "reportable" to warrant a lengthy turn at talk in everyday conversation, but the opposite is also true; tellers can make events reportable in any interaction by making a story out of them. Presumably anything of an experiential nature is worthy of a lengthy account or at least can be made so" (56).

Next Reissman discusses the process of transcribing and how it is an important aspect to narrative analysis. She notes that transcribing is not an easy process, but it is best to being with simply a rough draft of the narratives first, and then later going back to focus in on specific areas of the narrative for a more detailed analysis. It is very important in transcribing to not leave out the context for which statements were made, and adding in every detail including when the participant paused, cried, laughed, etc. (56). With transcribing the investigator will need to note

the beginning and ending of different narratives. It may not always be clear. Reissman states that, "boundaries may depend on the overall framework of the investigator and vise versa because one can locate stories and other narrative segments in a stretch of talk and inductively build a framework" (60).

Next, is the phase of analyzing. According to Reissman, anaylsis cannot be easily separated from transcription. She states that, "close and repeated listenings, coupled with methodic transcribing, often leads to insights that in turn shape how the investigator chooses to represent an interview narrative in their text. As the research report is being prepared, there is also, or course, much more explicit reliance on preferred concepts and theories" (60). Investigators need to be careful of both reading a narrative simply for content, as well as reading it as evidence for a prior theory. To avoid this Reissman advises "investigators to begin with the structure of the narrative: How is it organized? Why does an informant develop her tale this way in conversation with this listener?" (61). She believes the investigator needs to start from the inside, looking at the meanings encoded in the form of the talk, and then look outward to identify underlying propositions. She also states that in this process "investigators cannot bypass difficult issues of power: Whose voice is represented in the final product? How open is the text to other readings? How are we situated in the personal narratives we collect and analyze? It is essential, in my view, to open up these interpretive issues for readers to see" (61).

While Narrative Analysis may seem like a difficult method of study to analyze and interpret, it is one of the most beneficial and adaptable study methods researchers are using today. It can be used in almost every area of study to provide meaning for different human experiences. In this study Narrative Analysis was used to understand the effects of divorce on teenage girl's communication with adults outside of their family. The personal narratives given

in the first part of this study explain the effects divorce had in the participant's relationships with adults outside of their family. The participant's narratives give an explanation for what they perceive as effects from their parents divorce on these relationships.

As mentioned before, there was 10 female participants interviewed for part one of this study reflecting on their communication experiences with adults outside of their family in their high school years post divorce. These participants were first asked whether they saw their parents divorce as effecting their communication with adults outside of their family in a positive or negative manner. Next, they were asked to give examples of relationships they had with specific adults outside of their family, and how their communication was with them. The researcher asked open-ended questions to get the participant to discuss their relationships with these adults in further detail if the participant did not elaborate. The interviews had a very conversational style. The interviews although not transcribed were recorded and listened to several times so statements could be taken from the conversations for the Q-sort. After these statements were written down, the interviewees were asked to validate the statements taken from their narratives.

After the statements were verified, the statements that participants shared were coded and broken down into categories based on the qualities of each. To code the data, all the data was processed into a category based on the type of statement it was whether it was a positive or negative experience. Also, after the information had been divided into positive or negative categories it was further organized into categories with similar responses. There had been no past research conducted in the area of how divorce effected a child's communication with adult relationships outside of their family, so trying to ensure an accurate interpretation of that data was imperative. There was no past data to compare with this study concerning adult

communication with children from divorced families. After the data was analyzed it was important to review the information with the participants and make sure there was no misinterpretation on the data given.

The statements given in the ten narratives in the first part of the study helped build the statements sheet for the second part of the study, which uses the Q sort method. The "Q Sort" Method was used to find the statistical evidence for the hypothesis that children from divorced families experience communication problems when communicating with adults outside of their family. The narratives in the first part of the study provided the qualitative data and the Q-sort provided quantitative data. Without the narratives the statements on the Q-sort statement sheet might not have been accurate or identifiable for teenage girl's that come from divorced families and how they communicate in relationships with adults outside of their family. The narratives give reliable qualitative data from which to develop the Q-sort statements. The second part of this study, the Q-sort is necessary to help validate the data given in the narratives. By analyzing and comparing the data found from both of these methods the end result will be more reliable and accurate.

Q Methodology Defined

The Q methodology was designed in 1935 by William Stephenson. He was a British physicist-psychologist. Stephenson was "interested in providing a way to reveal the subjectivity involved in any situation – e.g., in aesthetic judgement, poetic interpretation, perceptions of life and the cosmos, et cetera ad infinitum." The Q methodology "combines the strengths of both qualitative and quantitative research traditions" (Dennis & Goldberg 104) and in other respects provides "a bridge between the two" (Sell & Brown 1984). According to Dr. Pnina Shinebourne, "the Q method is considered to be most suitable for researching the broad diversity of subjective

experiences, perspectives, and beliefs. While at the same time, it facilitates the identification of similarities, the construction of broad categories of the phenomenon being investigated and the exploration of patterns and relationships within and between these categories " (Shinebourne 94).

The instrumental basis of the Q methodology is the Q-sort technique, which conventionally involves the ranking ordering of a set of statements from agree to disagree. Usually these statements are taken from interviews, hence are grounded in concrete existence. The Q-sorting session will typically be followed by an interview for participants to expand on their experiences (Brown 1). Shinebourne explains that "in the preparation for the Q method the participants are asked to sort a set of statements representing a broad diversity of opinions and perspectives on the phenomenon being investigated. Items for the Q set can be gathered from a variety of sources; for example, direct quotes and themes from interviews with participants and statements originating from academic literature and popular media in addition to interviews. A complete set of scale items from previous research can be used to create a ready-made Q set." Researchers suggest that between 40 to 60 participants is sufficient. However, there have also been effective studies with far less participants. For example, there was a study done by Shinebourne and Adams that had only 13 participants reasearching "Therapists' understandings and experiences of working with clients with problems of addiction" (211). Also, there was a study conducted on the beliefs of teachers in Italian schools concerning the inclusion of disabled students that only had 23 participants using the Q-sort method (Zambelli & Franco 351). Another study was conducted on the "usefulness of the Q methodology to locate and describe shared subjective influences on clinical decision making among participant physicians using hypothetical cases containing common ethical issues" (Wong 8). This study only contained 35 participants. In using the Q Sort methodology, an investigator does not need a large number of

participants. For this particular study there will only be twenty participants in the Q Sort method, which is sufficient.

The respondents in the study are known as the P-set. According to Dr. Ingunn Storksen at the University of Stavanger in Norway, "since the aim of a Q-study is not to determine cause or to generalize findings to a large population, the number of respondents need not be very large" (Storksen 4). A pilot study will aide a researcher greatly in providing a wide range of viewpoints, helpful comments, and additional statements from a variety of perspectives for the Q sort (Shinebourne 94). In this study, the narratives given in part one of the study provides the comments and statements needed for the Q-sort statements sheet.

Once the statements are gathered for the Q-sort statement sheet, the researcher can number each label each statement on the statement sheet, and have each statement on an individual card for participants to sort through more easily. Participants sorted the cards following the instructions of the researcher. Shinebourne gives the example for an "instruction being to sort the cards initially into three piles according to whether the person "agrees," "disagrees," or "neither agrees, nor disagrees (neutral)" with the statement. Participants continue to sort the cards within each broad pile, according to the number of possible positions in the sorting template. After all of the cards have been distributed into the positions within the template in their assortment, the participants write all of the statement numbers in the appropriate boxes in the template provided. Next, in a postsorting interview each participant is asked to comment on the statements, to suggest additional items that might be included, and to point out items that are not clear, and so on. Such open-ended questions aid the interpretation of the sorting configuration" (Shinebourne 94).

To process the data, each completed template is entered as data. For this study cluster analysis was used. The excel program correlated each Q sort (each completed template) with each other Q sort to identify a small number of factors that can represent shared forms of understanding among participants. There are various techniques of factor rotation and statistical procedures that are used to safeguard factor reliability. A table was produced showing all factors and the ranking assigned to each statement in each factors to serve as a basis for factor interpretation (Shinebourne 94-95).

Shinebourne explains that in using the Q method "factor interpretation is based on an examination of the ranking assigned to each statement together with participants' comments from the post sorting interview, which are integrated in narrative accounts of each factor" (Shinebourne 95). The evaluation of the results seeks meaning through "the exploration of subjective understandings from participants' perspectives, the attempt to identify broad categories and common themes, and a commitment to a collaborative engagement with participants" (Shinebourne 95). The Q method finds results by the factors emerging from the participants' sorting activity rather than being found through the researcher's process of analysis and classification of themes as in other qualitative methods. For this reason, "the analysis involved in Q methodology may incorporate less 'researcher bias' than other interpretive techniques" (Cordingley, Webb, & Hillier 41). Shinebourne explains that while that is true, the initial activity of selecting statements for the Q set privileges the researcher at an earlier stage of the process because participants are constrained to engaging with the selected statements rather than being able to put things in their own words (Shinebourne 96).

The Q Sort method is a great quantitative method to help validate the qualitative data found in the ten interviews in part one of the study. A past study on divorce that used the Q Sort

method was a study done by Christoph Heinicke, Donald Guthrie, and Gloria Ruth. Their study was entitled "Marital adaptation, divorce, and parent-infant development: A prospective study." They used the Q sort methodology to get data on teacher ratings of children and how they externalized control, were more often uncontrolled, and anti-social depending on whether their parents stayed together or were divorced in issues of marital dissatisfaction (282). The Q Sort method is a recent development in scholarly studies that is becoming increasingly more popular in studies being conducted today.

Process of the Q-sort

In this study there were 20 participants that completed the Q-sort. The Q-sort statements sheet contained a list of thirty statements for the participants to order. These participants put the statements in order from most to least true in relation to their personal experiences with adults outside of their family after their parents divorce.

Q Sort

The hypothesis of this study was that adolescent girls from divorced families experience negative communication problem when communicating with adults outside of their family. The questions for the Q sort were comprised of statements received from the narratives of the ten participants in the first group of this study. The narratives were an appropriate method of study because narratives provide an understanding for the way people perceive their lives and experiences. From the narratives shared, application was done to see the effects divorce had on the adolescent girls communication with adults outside of their family. Once the narratives were recorded and analyzed the Q sort questionnaire was built using the statements from the narratives. There were 30 statements for the Q-sort participants to sort in relation to their experiences.

In sorting out the cards with the statements in the Q sort the participants placed the cards into three separate piles. They were given a stack of cards that had each statement individually labeled on a card. The three piles they separated the statements in were divided up by one pile containing ten statements that they most agree with, the second pile containing ten statements that they somewhat agree with, and the third pile containing ten statements that they did not at all agree with. After they had the statements divided into these three piles, they went back and ordered the ten statements in each pile from one to ten. One was the statement they most agreed with, and ten was the statement they least agreed with. Once each pile was ordered from one to ten they were able to record the order of the statements on the Q-sort statement sheet they were given.

Using the data from the Q sort statements that were ordered by each participant a cluster analysis was done and quantitative data was found on the communication problems that exist between adolescent girls of divorce and adults outside of their family. To analyze the Q-sort data, the Microsoft Excel program was used to complete a cluster analysis. A cluster analysis encompasses a number of different methods for grouping objects of similar kind into respective categories (statsoft.com).

> "A general question facing researchers in many areas of inquiry is how to organize observed data into meaningful structures, that is, to develop taxonomies. In other words cluster analysis is an exploratory data analysis tool which aims at sorting different objects into groups in a way that the degree of association between two objects is maximal if they belong to the same group and minimal other wise. Given the above, cluster analysis can be used to discover structures in data without providing an explanation/interpretation. In

other words, cluster analysis simply discovers structures in data without explaining why they exist" (statsoft.com).

Cluster analysis has been used in a variety of different research studies. According to Hartigan (1975), cluster analysis has been used in the field of medicine, clustering diseases, cures for diseases, or symptoms of diseases that have led to very useful taxonomies. Cluster analysis has also been seen in the field of psychiatry, archeology, and many other areas (statsoft.com).

According to an article containing Stat notes from North Carolina State University, cluster analysis can be explained as "segmentation analysis or taxonomy analysis, which seeks to identify homogeneous subgroups of cases in a population" (faculty.chass.ncsu.edu). More clearly, cluster analysis can be used when "a researcher does not know the number of groups in advance but wishes to establish groups and then analyze group membership" (faculty.chass.ncsu.edu). "Cluster analysis implements this by seeking to identify a set or group which both minimize within-group variation and maximize between-group variation" (faculty.chass.ncsu.edu). From the quantitative data found from the Q-sort using the cluster analysis method, profiles were made for the main clusters found. Any statement ordering patterns seen among the participants that had three or more participants agreeing on how they ordered the statements identified a new separate profile.

The next and final part of this study was the interviewing of five Q-sort participants. After the statements for the Q Sort were first put in order, then five of the participants from the twenty that participated in the Q Sort followed up with an interview to explain why their statements were ordered the way they were.

Q Sort Participants Interviews

The Q sort statement sheets were followed up by five individual interviews out of the twenty participants to make sure there was a clear understanding of why the participants ordered the statements the way that they did, and to find out why they communicate in the way that they do with adults outside of their family. These interviews also allowed the investigator to see which profile from the cluster analysis the interviewee identified with. The strength of using this methodology is to discover new viewpoints and beliefs through the follow up interviews and gain more insight to characteristics for the cluster profiles found.

The results from the Q-sort will be compared and evaluated along with the narrative analysis results in part one of the study to validate the findings of this study. The interviews conducted in the third part of this study help validate the data found in the first and second parts of this study.

Chapter 4: Results

The main purpose in this study was to find out whether or not divorce effects a teenage girl's communication with adults outside of her family. According to the data found in both the narrative analysis and Q-sort methodology the participants all stated that they could see effects from their parents divorce in their communication with adults outside of their family. In the following paragraphs, the data found from both methodologies of study was analyzed and explained.

Interviews

Ten participants in this part of the study were asked to share stories about their experiences communicating with adults outside of their family after their parents divorce. It is through the narratives of these participants that the investigator can understand the actions of teenage girls in their communication with adults outside of their family. Each participant's narratives was closely looked at and analyzed according to probability and fidelity. Each interviewed participant was given a fictitious name to explain the data more clearly. All of the participants in this study came from a Christian background and were asked to only give true examples in their narratives. To protect and insure credible data, the researcher has listened to each interview recording multiple times. After listening to each interview multiple times, the main statements from each interview were listed to recognize any statement patterns within all of the interviews. Also, each interview participant was contacted to validate any statements that the researcher understood and used as a statement in the Q-sort for the second part of this study.

The first interview participant was Sally (Again, each participant was given a fictitious name). Sally stated that she believed divorce had a negative impact on her communication with adults outside of her family. Sally gave examples of how the divorce affected her

communication negatively by sharing a narrative about her relationship with her school counselor. After Sally's parents divorce, she initially did not want to talk to her school counselor at all. She said that she preferred to stay to herself, and not get close to anyone. Even with the adults Sally had previously had close relationships with, she found herself withdrawing from those relationships. She explained that she preferred to keep the relationships with the adults outside of her family very surface and simple. In dealing with her emotions after the divorce, Sally said she tended to bottle up her feelings. She also expressed that she experienced trust issues with most adults after the divorce. Sally said she thought of the issues she was dealing with as her own problems and that they should not be of concern to anyone else.

In retrospective Sally thought that her communication with adults outside of her family in her teenage years showed her to be more likely communicate more freely with adults outside of her family that were also from a divorced family. Additionally, in those relationships Sally said she was more willing to openly communicate if the adult self-disclosed first in the relationship. Sally stated that she tended to be very brief and short with adults that she felt spoke to her out of obligation, for example counselors and people she was forced to talk to. Sally validated all of the above statements after the interview. It can be seen from this participants narratives that her parent's divorce over all definitely affected her communication. Sally tended to be distant from relationships with adults outside of her family, and also dealt with trust issues. She admitted that an adult had to try hard to connect with her, and that the adult had to come from a similar background before she was even willing to openly communicate.

The second interview participant was Jan. Jan believed that her parents divorced had influenced her communication in both negative and positive ways. Jan explained that in certain cases she did not open up to adults outside of her family. She found that she was more

comfortable opening up with adults outside of her family, than her actual family members. Jan gave the example of her relationship with her youth pastor. She was very open with her youth pastor and his family. Jan said she found it easier to be open with these adults because she knew they genuinely cared about her. She was not as open with adults that she was forced to talk to like a counselor, or an adult that was just seeking information from her. She did not want to talk to an adult that was just talking to her because it was their job. She was more likely to open up to an adult that cared about their relationship with her. Jan also validated all of the above statements after the interview. Jan felt that children from divorced families can feel that adults try to build relationships with them and communicate because it is their job not because they are genuinely concerned for them. Jan said that it took seeing that her youth pastor cared about building a relationship with her before she was willing to openly communicate.

The third interviewee was named Rebecca. Rebecca stated that her parent's divorce influenced her communication with adults outside of her family in a positive way. Rebecca gave examples and patterns she saw in her relationships with her mother's friends. She found herself trusting the adults outside of her family more than those in her family. Rebecca said she usually had very open communication with adults outside of her family. She explained she often found herself wanting to seek approval from these adults. Rebecca admitted she actually preferred hanging out with adults outside of her family rather than her own peers, because she felt more safe and secure in those relationships. She said she looked to the adults in these relationships for advice, and spent time with her friend's mothers more so, than with her own friends. She admitted that while she saw the divorce as having a positive influence, she can also see where it caused her to grow up faster and cling to older female adults outside of her family. Rebecca validated all of the statements that had been mentioned after her interview.

The fourth interview participant was Katie. Katie also believed that divorce had a positive impact on her communication with adults outside of her family. She believed that because of her parent's divorce, she was always very open and honest in her communication because she did not want anymore emotional trauma. Katie also gave the example of her relationship with her youth pastor. She said she was very open in her communication with her youth pastor because she wanted to deal with how she felt after her parent's divorced. Later in the interview, Katie admitted that in relationships with her friend's fathers, she found herself observing their behaviors to see how their behavior compared to her dads behavior. She said if she saw alarming behaviors from them that her dad had shown she tended to not trust them, and be very distant. Katie concluded that overall the divorce caused her to be more open in her communication. She said she was more blunt and honest about her feelings and situations because the divorce has helped her to accept life problems and issues. Katie validated all the above statements after her interview. The fifth interviewee was Madison. Madison stated that her parent's divorce impacted her communication negatively. Madison gave examples of how her communication was affected negatively using her relationships with her friend's parents. She said she often found herself searching for characteristics in her friend's parents that she did not see in her own. Madison often spent more time with her friend's mothers when she went over to a friend's house than her own friend. She explained that she tended to cling more to her friend's mothers if she found them to be more encouraging than her own mother. Madison admitted that her communication with her friend's parents was definitely more open than the communication she had with her own parents. She also stated that she tended to have better relationships with adult women outside of her family than men outside of her family. She said the men in her life she had closer relationships with tended to be more like a grandfather figure

in her life than a father figure. Madison did not allow herself to get close or open up with adult men that were close to her father's age. Overall, Madison saw the divorce to have had a negative influence on her communication with adults outside of her family. Madison also validated all of the statements mentioned after her interview.

Jenny was the sixth participant. Jenny also concluded that her parent's divorce affected her communication with adults outside of her family negatively. Jenny gave the example of her relationship with her mentor outside of her family. She indicated that she had trust problems in her relationships with adults outside of her family. She said that even though her mentor cared about her and was always doing nice things for her, she often would misinterpret her intentions and accuse her of having alternative motives. Jenny said she used to be very naïve in relationships with adults outside of her family, and that she still does not trust adults outside of her family. Jenny's mentor has had to work hard to overcome these obstacles and build a strong relationship with her. Jenny validated all of the statements discussed after the interview.

The seventh interviewee was Nicole. Nicole explained that she could see both negative and positive affects in her communication after her parents divorce. She gave an example of her relationship with her best friend's, Jessica's, mother (also a fictitious name). Nicole was very open and talked to Jessica's mother about everything. In another example, however, she said looking back on her relationship with her youth pastor's wife, Alice, she was shallow in her relationship with Alice. She thinks this was because she did not want Alice to judge her or her family because of the divorce. Nicole believes that because of the divorce, it became more important for her to first build a foundation for the relationship with an adult outside of her family before she had open communication with them. She also stated that the adults usually had to try to pursue the relationship with her first. Nicole said she was not intentional about

seeking out relationships with an adult after her parent's divorce. However, once the adult had initiated the relationship, and built a level of trust she did not mind communicating and opening up with them. Nicole explained in retrospect that she thinks the divorce probably caused her to take longer to build a close relationship with an adult outside of her family. Nicole validated all of the statements above after her interview.

Interviewee number eight was Kayla. Kayla also stated she could see aspects where the divorce affected her relationships with adults outside of her family both negatively and positively. Kayla said it initially affected her relationships negatively, but after the relationship was established it was positive. She explained that initially she was very distant in her relationships with adults outside of her family. However, she said once a relationship was established she was very open in her communication with them. Kayla had to see that the adult was genuine and truly cared about her before she was willing to open up. She gave the example of her relationship with her principal at her school. Her principal really encouraged her to deal with her feelings and talk about things after her parent's divorce. She said after realizing her principal genuinely cared for her she opened up in her relationship with this older woman. Kayla realized her principal was a stable adult that really cared, and was not just being nice to her because she had to. She said she tended to be careful in her relationships with adults outside of her family for reasons of self-preservation. Kayla said that if an adult was willing to work to overcome her trust boundaries and show her that they genuinely cared about her then she did not have a problem communicating with them in a relationship. Kayla validated all of the above statements after her interview.

Karen was the ninth participant interviewed. Karen thought her parent's divorce influenced her communication with adults outside of her family negatively. She said she did not

want to have relationships with adult males. She explained that she dealt with trust issues, and feeling like she was not good enough for adults to want to have a relationship with. Karen gave an example of her relationship with her youth pastor. She originally did not want to build a relationship with him, and was very distant. Karen said after she became friends with her youth pastor's daughter and then became willing to opening up in her communication with her youth pastor. Karen stated establishing trust after her parents divorce was the most important aspect of communicating in a relationship with an adult outside of her family. Once again, Karen validated all of these statements after her interview.

Tabatha was the last interviewee, and she concluded that her parent's divorce affected her communication with adults outside of her family both positively and negatively. Tabatha found that in her relationships she was more likely to open up with an adult that she had just met rather than an adult that was previously close to her. In looking back at her relationships, she self disclosed more with adults that did not know her. For example, she discussed her relationship with her Godmother. Tabatha said she did not communicate openly with her Godmother as much as she did with adults she did not know. She found herself opening up more with youth leaders that did not know her. Tabatha indicated that she connected and communicated better with adults who had come from divorced families. She said the most important factor in whether she communicated with adults after her parent's divorce was that the adult genuinely cared about her. Tabatha was more open with her youth leaders because she realized they genuinely cared about her. Overall, she concluded that her parent's divorce affected her communication with adults outside of her family she previously knew negatively, and the relationships she developed with adults after the divorce positively. Tabatha validated all of the statements mentioned above after her interview.

From the interviews discussed above, there are several issues that can be seen that affect a young girl's communication with adults outside of their families after their parent's divorce. While some participants claimed their parent's divorce to have positive affects, negative affects, or both, the general consensus from the interviews was that divorce definitely had an impact on a child's communication with an adult outside of their family. To validate the results found in the interviews, the second part of the study is the Q-sort. The Q-sort methodology will provide quantitative data to validate the qualitative data found from the narratives in the first part of the study.

Q-sort Analysis

A Q-sort is also known as a people sort. In this part of the study a cluster analysis was done that sorted the participants into a cluster. The clusters were sorted based on how the participants sorted the statements given on a statements sheet. How the participants sorted the statements reflected their personal experience for how their parent's divorce effected their communication with adults outside of their family. The statements from the narratives in the first part of the study were validated by each of the participants, and compiled to make the Q-sort statements sheet. The Q-sort statements sheet contained 30 statements. Each participant was given a bag that contained 30 cards, each one having one of the statements listed on it. The participants were instructed to separate the statements into three piles: (1) statements they agreed with, (2) statements they somewhat agreed with, (3) statements they disagreed with. They were told to place ten statements in each pile. Afterwards, the participants went back and ordered each pile of statements from (1) to (10). One was the statement they agreed most with, and ten being the statement they agreed least with. After each pile was sorted the participants were asked to use the Q-sort statements sheet to record the key for the order for which the listed their

statements. Each participant's data was then recorded into an Excel document. The statements were each labeled with a corresponding letter to represent that statement in a column of the Excel document. Once the Excel sheet had been charted a cluster analysis was calculated. The Excel spreadsheet found the correlations by comparing each participant to another person. From the correlations found, the clusters in the data were identified. Next, the persons in each cluster were compared with another in another Excel spreadsheet to identify the top and bottom five statements within each cluster to make a profile for them based on those statements.

There were six different clusters found in the Q-sort methodology. From the ten interviews analyzed above, there were thirty questions taken to design the Q-sort. Each interview participant verified the statements that were taken from their interview to be used for the Q-sort. The interviews were recorded and the researcher listened to the recordings multiple times before the researcher listed the statements from the interviews. After the statements had been collected, the participant was then asked to verify the statements. After the statements had been verified the researcher was then able to put together thirty statements for the Q-sort questionnaire.

The participants in the Q-sort strategy had to order the thirty statements in the order from (1) to (30), (1) being the statements that they found to be most true to them, and (30) the statement least true to their experiences in communicating with adults outside of their family. Figure 1.1 contains the statements the participants put in order based on their personal experiences.

Figure 1.1

_____ My parent's divorce has influenced my communication with adults outside of my family negatively. _____ My parent's divorce has influenced my communication with adults outside of my family positively.

_____ My parent's divorce has influenced my communication with adults outside of my family both positively and negatively.
_____ After the divorce, I did not want to be open with adults I previously had close relationships with.
_____ After the divorce, I withdrew from adults that I had relationships with.
_____ I did not have open communication with adults after the divorce.
_____ In the relationships I had with adults outside of my family I dealt with trust issues.
_____ In the relationships I had with adults outside of my family I did not deal with trust issues.
_____ I was more likely to open up and communicate with an adult who had also come from a divorced family.
_____ I actually preferred talking to adults outside of my family even more after my parents divorce.
_____ I was more likely to open up and talk to an adult who I was not forced to talk to (Ex. Counselor, Teacher, etc).
_____ I had to first find out whether the adult really cared about me or not before I would open up and communicate.
_____ In my relationships with adults outside of my family, I was constantly looking for approval which influenced how I communicated with them.
_____ I looked for characteristics in my friend's parents that I did not see in my own to decide whether or not I wanted to communicate and open up with them.
_____ I got a long better with adults outside of my family than I did with my own peers.
_____ If I did not feel comfortable with an adult outside of my family I would keep the relationship very surface.
_____ I found security in my relationships with adults outside of my family.
_____ I often clung to my friend's mothers if they had the character that I wish my own mother had.
_____ After my parents divorce, I did not want to get hurt anymore emotionally, so I was much more open in my communication.
_____ I discussed my feelings openly with adults outside of my family after the divorce because I wanted to deal with how I felt.
_____ After my parents divorce I always found myself questioning adult's motives for wanting to have a relationship with me.
_____I struggled with attachment issues after my parents divorce with the adults I talked and opened up to.
_____ I often misinterpret the things adults outside of my family say to me because of my insecurities from the divorce.
_____ In having a relationship with an adult outside of my family, building a foundation for the relationship is the most important thing before having open communication with them.
_____ Once the relationship is established, I am very comfortable in having open communication with them.
_____ After my parents divorce, I originally only wanted to pull back from relationships with adults outside of my family.
_____ Communicating with adults outside of my family was harder right after the divorce first occurred.

_____ As time as passed since the divorce I have gotten better about building relationships with adults outside of my family.
_____ I found it easier to open up to adults that did not know me at all, verses adults I had grown up around.
_____ I now trust people even after the divorce as long as they do not give me a reason not to.

After completing the cluster analysis and analyzing the correlations in the data found, six main clusters could be identified. The Excel charts containing the calculations to locate the clusters can be found in the Appendix A. The six clusters found were each identified by being named in a specific category and profiled. The six categories are: (1) the Shielded Communicators, (2) the Unwilling Communicators, (3) the Open Communicators, (4) the Distant Communicators, (5) the Confused Communicators, and (6) the Closed Seeker Communicators.

Each cluster will be explained in further detail. To break down each cluster, the top five statements chosen were explained and the bottom five statements chosen were explained out of the thirty statements they ordered. In the sections that follow the top five statements from each cluster was numbered (1) to (5) in ascending order. Number (1) in the top five statements was the statement the participants in the cluster most agreed with from those five statements. The last five statements they agreed with out of the thirty statements they ordered was also explained. These statements were numbered (5) to (1) in descending order. Number (1) in the statements they least agreed with was the statement that they least agreed with most out of all thirty statements.

Shielded Communicators

First, the largest cluster group was named the Shielded Communicators. The top five statements in this cluster profile were: (1) I discusses my feelings openly with adults outside of my family after the divorce because I wanted to deal with how I felt; (2) In the relationships I had with adults outside of my family I did not deal with trust issues; (3) After my parents divorce, I did not want to get hurt anymore emotionally, so I was much more open in my communication; (4) After my parent's divorce, I originally only wanted to pull back from relationships with adults outside of my family; and (5) My parent's divorce has influenced my communication with adults outside of my family negatively. This group listed their top five statements saying they had open communication and wanted to deal with their feelings, yet at the same time said initially they wanted to pull back from relationships they had with adults outside of their family. They also admitted that they believed the divorce affected their communication negatively. Since their initial reaction was to pull back they are labeled the Shielded Communicators. While they stated they wanted to have open communication they still indicated that the divorce affected their communication negatively.

In contrast, the last five statements they related to were (5) I was more likely to open up and communicate with an adult who had also come from a divorced family; (4) I had to first find out whether the adult really cared about me or not before I would open up and communicate; (3) In having a relationship with an adult outside of my family, building a founding for the relationship is the most important thing before having open communication with them; (2) Communicating with adults outside of my family was harder right after the divorce first occurred; and (1) Once the relationship is established, I am very comfortable in having open communication with them. Based on the last five statements that were listed by these

participants it can be assumed that they did not care for building strong relationships with adults outside of their family before openly communicating. Even though these participants confess that they wanted to deal with their emotions and they wanted to be honest about how they felt, they did not choose statements that showed they had strong relationships with adults outside of their family after their parents divorce. They seemed to still be shielded, and did not have strong relationships with adults outside of their family.

Unwilling Communicators

The next cluster that can be analyzed was the Unwilling Communicators. Their top five statements were (1) My parent's divorce has influenced my communication with adults outside of my family negatively; (2) I did not have open communication with adults after the divorce; (3) After my parents divorce, I originally only wanted to pull back from relationship with adults outside of my family; (4) Communicating with adults outside of my family was harder right after the divorce first occurred; and (5) After the divorce, I withdrew from adults that I had relationships with. From the five statements listed above it is obvious the participants in this cluster did not want to have communication with adults outside of their family. They were distant in relationships and did not want to be open about how they felt or have open communication with any adults. They were more likely to avoid having relationships with adults outside of their family.

The last five statements the Unwilling Communicators chose were (5) My parent's divorce has influenced my communication with adults outside of my family positively; (4) Once the relationship is established, I am very comfortable in having open communication with them; (3) I now trust people even after the divorce as long as they do not give me a reason to; (2) I found security in my relationships with adults outside of my family; and (1) I actually preferred

talking to adults outside of my family even more after my parents divorce. The statements the Unwilling Communicators choose as their bottom five statements show that they did not see any positive affects in how they communicated after their parents divorce. They were likely to be uncomfortable in their relationships with adults outside of their family. They dealt with trust issues, and they pushed away any adults that they previously had close relationships with. Due to the traits seen in this cluster, these participants are called the Unwilling Communicators.

Open Communicators

The third cluster is the Open Communicators. The Open Communicators top five statements were (1) After my parents divorce, I did not want to get hurt anymore emotionally, so I was much more open in my communication; (2) I struggled with attachment issues after my parents divorce with the adults I talked and opened up to; (3) In the relationships I had with adults outside of my family I did not deal with trust issues; (4) I got a long better with adults outside of my family than I did with my own peers; and (5) I found security in my relationships with adults outside of my family. These top five statements show that these participants were very open in their communication with adults outside of their family. They actually preferred having close relationships with adults outside of their family, and tended to cling to them. They found security in their relationships with adults outside of their family and were very open about their feelings in these relationships. For this reason, they are known as the Open Communicators.

The last five statements the Open Communicators chose were (5) I was more likely to open up and communicate with an adult who had also come from a divorced family; (4) I was more likely to open up and talk to an adult who I was not forced to talk to (Ex. Counselor, Teacher, etc); (3) In my relationships with adults outside of my family, I was constantly looking

the last five statements they choose they were not concerned about the background of the adult they opened to, or trying to get approval from other adults. They seemed to be more distant in their approach to communication with adults outside of their family, and opened up to people that were not close to them if they opened up at all.

Confused Communicators

The fifth cluster was named the Confused Communicators. The top five statements they agreed with were (1) After my parents divorce, I originally only wanted to pull back from relationships with adults outside of my family; (2) I discussed my feelings openly with adults outside of my family after the divorce because I wanted to deal with how I felt; (3) After my parents divorce, I did not want to get hurt anymore emotionally, so I was much more open in my communication; (4) In the relationships I had with adults outside of my family I dealt with trust issues; and (5) I now trust people even after the divorce as long as they do not give me a reason not to. These participants were labeled as Confused Communicators because they stated they originally wanted to pull back from their relationships with adults outside of their families and that they dealt with trust issues, yet they stated they wanted to discuss their feelings openly and trusted people unless they had a reason not to. Based on the five statements they put as their top five statements they seem to be confused and judge their communication by their emotions. They did not seem to have a consistent pattern in their communication with adults outside of their family.

The last five statements the Confused Communicators did not agree with were (5) I was more likely to open up and talk to an adult who I was not forced to talk to (Ex. Counselor, Teacher, etc); (4) Communicating with adults outside of my family was harder right after the divorce first occurred; (3) My parent's divorce has influenced my communication with adults

outside of my family both positively and negatively; (2) I did not have open communication with adults after the divorce; and (1) I was more likely to open up and communicate with an adult who had also come from a divorced family. These last five statements the Confused Communicators choose are also very contradicting, and did not have any logical connection. For this reason, they are labeled the confused communicators.

Closed Seeker Communicators

The last cluster that can be identified is called the Closed Seeker Communicators. The top five statements they identified with were (1) After the divorce, I withdrew from adults that I had relationships with; (2) After the divorce, I did not want to be open with adults I previously had close relationships with; (3) Communicating with adults outside of my family was harder right after the divorce first occurred; (4) I did not have open communication with adults after the divorce; (5) I looked for characteristics in my friend's parents that I did not see in my own to decide whether or not I wanted to communicate and open up with them. These participants were labeled as Closed Seeker Communicators because they admit to being very reluctant to communicating with adults outside of their family, but they did look for characteristics in their friend's parents that they did not see in their own parents. Depending on the characteristics they saw in their friend's parents, these participants would then decide how openly they could communicate with them.

The last five statements they disagreed with were (5) In my relationships with adults outside of my family, I was constantly looking for approval which influenced how I communicated with them; (4) As time passed since the divorce I have gotten better about building relationships with adults outside of my family; (3) I was more likely to open up and talk to an adult who I was not forced to talk to (Ex. Counselor, Teacher, etc); (2) Once the

relationship is established, I am very comfortable in having open communication with them; and (1) I now trust people even after the divorce as long as they do not give me a reason not to. Analyzing the statement they put last show that these participants did not want to have relationships with adults they were forced to talk too. Also, they had a hard time building relationships with adults. Due to these characteristics, they were labeled as Closed Seeker Communicators.

The affect divorce may have on a young girl's communication with adults outside of her family will vary. Some will respond being Open Communicators, others will be Closed Communicators, while many may end up being Confused Communicators. However, regardless of what cluster they fall into, divorce almost always has some kind of effect in how a child communicates with adults outside of their family. Whether that effect can be seen as negative or not is questionable. The last area of this study was the follow up interviews with five participants from the Q-sort questionnaire sample.

Similarities and Differences Between Clusters

In looking at the six cluster profiles found within the Q-sort data there was several similarities and differences recognized between the clusters. In this section the main similarities and differences that can be seen are discussed. While each cluster has unique characteristics of its own there are some effect patterns from their parent's divorce that can be seen throughout each cluster.

The Shielded Communicators, Open Communicators, and Confused Communicators all agreed that they wanted to be in open in their communication with adults outside of their family after their parent's divorce because they wanted to deal with how they felt. They all said that

they did not want to risk getting hurt anymore emotionally, which caused them to be open in their communication even if it was hard for them.

The Shielded Communicators and Unwilling Communicators chose the statement that their parent's divorce influenced their communication negatively as one of their top five statements. While the Distant Communicators, Confused Communicators, and Closed Seeker Communicators did not state that their parent's divorce influenced their communication negatively as one of their top five statements, they all had statements in their top five statements listed showing negative effects from their parent's divorce. The Open Communicators were the only group that chose statements that most identified their parents divorce to have had a positive influence on their communication with adults outside of their family.

The Open Communicators and Shielded Communicators stated in their top five statements that they did not deal with trust issues in their relationships with adults outside of their family after their parent's divorce. However, the Confused Communicators listed in their top five statements that they did deal with trust issues as an effect of their parents divorce. The Unwilling Communicators, Closed Seeker Communicators and Distant Communicators stated that they least agreed with trusting people after their parent's divorce even if they had not given them a reason not to. Stating this showed that these participants dealt with trust issues after their parents divorce because they did not trust people after their parents divorce even if they had not given them a reason not to.

The Unwilling Communicators, Distant Communicators, and Closed Seeker Communicators all agreed that they did not want to have open communication with adults outside of their family after their parents divorce. They also agreed that at first after the divorce they pulled back from the adults they previously had relationships with after the divorce.

There was no past research done in the area that this study specifically examines. However, there were many articles discussed in the literature review such as those written by Dorit Eldar-Avidan, Muhammad M. Haj-Yahia, Charles W. Greenbaum, Teresa Cooney, Katherine Hutchinson, Diane Leather, William Aquilino, Dreman and Rotern that discussed the effects a parents relationship with their child will have when the child is dealing with divorce. These articles show that the relationship between the parent and child after the divorce will have an important influence on the effect the divorce has on the child in their future relationships. Articles that support this statement are those written by Halldis Marie Kelley, Susan E. Jacquet, and Catherine A. Surra. While these articles show evidence that the effects divorce has on children plays into their communication in their relationships the rest of their life, they did not look specifically at a child's relationships with adults outside of their family.

Q-sort Participant Interviews

There were five participants from the Q-sort sample that were interviewed following the ordering of the Q-sort statement sheet. They were asked to explain why they individually choose the top five statements they did, and why they choose the last five statements they did. These interview participants are also be given fictitious names to prevent confusion in the analysis.

The first interviewee participant was Danielle. Danielle explained that she believed her parent's divorce had affected her communication with adults outside of her family in both positive and negative ways. Danielle's top statements indicated that she did not want to talk to any adults after the divorce because she said she just wanted to take some time to accept what was happening. She also agreed with the statement saying she did not want to talk to any adults that she had to. Danielle said she was more likely to self disclose to an adult she talked to in a normal conversation than one talking to her in a business setting (i.e. Counselor, Teacher). Some

time after the divorce, she said she wanted to talk with adults about how the divorce made her feel and deal with other issues. The statements Danielle most disagreed with was that she dealt with trust issues after the divorce, and that she sought approval from other adults outside of her family. She also disagreed with the statement that she preferred to talk to adults more than her peers. She said that her peers were the first people she wanted to discuss the divorce with. Also Danielle stated that the way an adult approached her really influenced whether or not she wanted to communicate with them. After the divorce she often times questioned an adults motive for wanting to build a relationship with her. Danielle most closely identifies with the Closed Seeker Communicator, based on the answers given in her interview. Danielle initially wanted to pull back from her relationships with adults outside of her family once the divorce happened, but eventually she wanted to be open and discuss the way she felt.

Aimee was the second Q-sort participant interviewed after the Q-sort. Aimee stated that her parent's divorce had a positive impact on her communication with adults outside of her family. She agreed most with the statements that said the divorce allowed her to be more open because people treated her more like an adult afterwards. She also agreed with the statement saying she dealt with trust issues after the divorce. Aimee found that some adults took advantage of the situation, and tried to get information from her after the divorce. She did not agree with the statements that said she had a hard time opening up to adults after the divorce. Aimee said she never experienced problems with distancing herself from relationships with adults because of the divorce. She stated that she thinks she did not struggle with many issues after the divorce because her family was still very family-oriented despite her parents not being together anymore. She most identified with being an Open Communicator because she stated that she thought her parent's divorce helped her to be more open in her communication with adults outside of her

family. Aimee felt that she had to grow up faster because of her parents divorce, so she was often treated more like an adult. While she did state she dealt with some trust issues after the divorce she also stated that it was specifically in situations where men were trying to date her mother. The trust issues she dealt with did not affect her relationships with adult women outside of her family.

The third Q-sort interviewee was Lauren. Lauren also believed her parents divorce impacted her communication positively at first. As the interview progressed she indicated that it affected her communication both positively and negatively. Lauren most identified with the statements saying she looked for characteristics in her friend's parents that she did not see in her own. She found herself constantly looking for approval from adults outside of her family because she wanted them to continue to be part of her life. She also agreed that she usually tried to display the positive things about herself in front of adults outside of her family after her parent's divorce. Lauren stated that she thought this was true because she did not want the adults to abandon her because of her flaws. She also agreed with the statement saying she was more likely to open up and talk to an adult that she was not forced to talk to. Lauren disagreed with the statements that said she did not have open communication with adults outside of her family after the divorce. She also disagreed with the statement that she opened up more with adults she was previously close with. She found that she was more likely to open up with adults that she was not previously close with. She was less likely to open up with adults that were her parent's friends, because she did not want them to relay everything she talked about back to her parents. She also stated that she was more likely to open up with adults she was not previously close with because she felt like she was less likely to get judged in those situations. Based on the statements mentioned in Lauren's interview she identifies with Distant Communicators because

she preferred having open communication with adults that she was not previously close to before the divorce. Also, she wanted to have open communication and talk with an adult that genuinely cared about her feelings.

Megan was the fourth Q-sort participant interviewed. Megan also saw her parents divorce as influencing her communication with adults outside of her family positively. She believed that her parent's divorce forced her to grow up quicker and have better relationships with adults. She continued to trust people as long as they did not do anything to loose her trust after her parents divorce. Megan disagreed with the statements saying her parents divorce affected her communication negatively, that it caused her to cling to her friend's mothers instead of her own, and that it caused her to have problems opening up to adults that she was previously close to. She found that the divorce actually helped her to grow up faster. Megan also believed the divorce helped her to communicate better with adults outside of her family. She often found herself observing her friend's parents first before she decided whether she wanted to have open communication with them or not. Megan most identifies with being an Open Communicator. She actually saw her parents divorce as more of a relief because they had already been separated for so long that the divorce brought closure to the situation and helped relieve tension.

The last Q-sort interviewee was Ashley. Ashley believed her parent's divorce had affected her communication with adults outside of her family in both positive and negative ways. She most identified with statements that said the divorce caused her to experience trust issues, and that it helped her grow closer to her mom which helped her to be stronger. She disagreed with statements that said she was open to communication with adults outside of her family. She was not open to communication with other adults at all, and usually stayed to herself. Ashley said she would open up to a family member before she would open up to an adult outside of her

family. She also disagreed with the statements saying she would look for characteristics in her friend's parents that she did not see in her own. Overall, she did not want to communicate with adults outside of her family after her parents divorce. In looking at her communication with adults outside of her family and the statements that she made, she most identified with being an Unwilling Communicator. Ashley did not want to open up and communicate with adults outside of her family. She tended to just cling to her mom, and stay to herself.

After looking at the analyzed data from both the narrative analysis and the Q-sort methodology the hypothesis for this study was not true. While many of the participants admitted to having some negative effects in their communication with adults outside of their family after their parents divorce, many also thought the divorce had positive effects as well. Looking through the analysis of all three parts of this study the hypothesis was not proven. Divorce was not shown to negatively effect a child's communication with adults outside of their family. Based on the opinions and experiences of the participants involved in this study both positive and negative effects are explained. However, throughout this study, valuable information has been gained concerning the effects divorce is having on young girls and how they communicate with adults outside of their family. There is no question that divorce is influencing their communication in relationships today.

Chapter 5: Recommendation for Future Research

There have not been any studies in the past that looked specifically at how divorce effects a child's communication with adults outside of their family. For this reason, there are many recommendations to make for future researchers in this area.

First, the strengths and weaknesses of the methodologies used in this study are discussed. While the Narrative Analysis and Q-sort together both validate the data found, there are some limitations to be discussed. Reissman discussed two issues with narrative analysis: validation and limitations. She defines validation as "the process through which we make claims for the trustworthiness of our interpretations" (65). Four ways given to approach validating a narrative work include persuasiveness, correspondence, coherence, and pragmatic use. All of these approaches were taken to validate the narratives in this study. It is important for these areas to be seen in a narrative before it is valuable. While Narrative Analysis worked well for collecting data for this study, other methods could be used that are provide more objective insight. If a researcher were to compare the findings in this study to other theories such as the Johari Window that would also provide further insight and explanation to back up the results found in this study.

There are a few other notable alternatives that would work well to research this area of study. Observation methods would be another effective strategy to use. If the researcher was able to video tape and observe interactions of children from divorced families with adults outside of their family a different perspective would be given for how the divorce effected the child's communication. Also, the researcher could videotape a child from a non-divorced family to compare the communication of each subject. This would allow the researcher to see how the communication may have changed for the child from the divorced family after their parents divorced. Since the narratives in this study were based on the perception of the child they may

have not realized certain patterns in their communication that would be visible to a researcher. Another recommendation for the observation method would be to set specific variables in the study for the participants involved. For example the environment to which the communication takes place, the subject discussed, and the length of time the relationship has taken place between the child and the adult outside of their family. Those are all important factors that could influence the communication between the child and the adult.

Surveys and questionnaires could be given out as well to allow for a wider scope of information to look at how each participant feels their parent's divorce may have effected their communication with adults outside of their family, and in what ways was effected. The participant's ability to stay anonymous could provide more security and a greater willingness for them to self disclose. These surveys and questionnaires could provide both quantitative and qualitative responses. The participants may disclose more information writing their answers down on paper verses talking face to face with an interviewer.

This study was conducted at a Christian university. Most of the participants admitted to being born again Christians coming from a Christian background. This may have affected the results. Many of the participants in the Narrative Analysis methodology discussed their relationships with their youth pastors. If the study were conducted at a public university it would be interesting to see if the results varied from the ones of this particular study. Participants coming from a public university may discuss different relationships that were outside of a church setting. If the relationships explained were relationships with adults outside of a Christian environment it could change the communication in many ways. Since the participants involved in this study came from a Christian home, the results found could be biased perspective in some

aspects. It would be beneficial to study how the communication might be effected differently from participants coming from a non-churched home.

Also, if the participants were high school students instead of college students the data may have been different in this study. The data might show different results because the data would not only be a reflection of the participants past experiences, but would also reveal the current experiences the teenagers are dealing with. There would be less possibility of misinterpretation and forgetting important details about their communication with adults outside of their family during that time frame. The results of a study that used high school participants would provide information that would be different because the participants would not have to rely on their memories.

It would also be helpful to do a gender comparison study to compare if males respond to divorce and how it effects their communication with adults outside of their family in comparison to how the girl's communication was effected, and in what ways. There have been obvious gender differences pointed out in previous studies, and there could be significant differences in this area of study concerning how divorce effects their communication with adults outside of their family. A gender analysis study would be very insightful to see how males respond differently than females.

A longitudinal study would also be valuable. If a researcher could look at a child's communication right after their parents divorce and throughout their high school years it would be interesting to see how their communication changes over time. It would be beneficial to know how their communication changed over a period of time from the divorce. Many of the participants in this study admitted that their communication with adults outside of their family changed after a few years following the divorce. The effects of the divorce at first were not

necessarily permanent to how they responded later after the divorce in their communication. As time passed, some participants slowly transitioned back into their past communication patterns with adults outside of their family, or had effects that were not long lasting.

Another recommendation would be to study participants that had parents that divorced while they were a certain age. When a child's parent's divorce while they are a younger age they may not respond the same as an older child would. Younger children do not realize everything that is happening in their parents divorce so they handle the transition differently. Also, if the child's divorce took place before they were old enough to remember their parents having a relationship together the impact would be less traumatic because they never knew their parents living together. Older children are more aware the details in their parent's divorce and often question the situations. Since they comprehend and remember the process of the divorce better it may impact them more.

Also, looking at how stepparents and remarriages influence a child's communication would be an interesting area of study. When a child's parents remarry it brings a new dynamic into their family for them to adjust to. Depending on the influence of this new relationship in their family, their communication may be effected. In some remarriages stepchildren are also brought into the family. This adds another area of research into how parental relationships could influence their communication with adults outside of their family.

It could also be beneficial to study both the parents and children together in a divorced family in relation to how the divorce effected the child's communication with adults outside of their family after divorce. As seen from the literature review, the parent-child relationship is very significant. The communication strategies and communication techniques seen used by parents could be a very powerful influence in how the child responds. If in the study there was

data collected from both the parents perspective and the child's there would be an extra angle to analyze how communication might have been effected after the divorce. The more perspectives that are studied and evaluated, the more insight a researcher can gain from the study.

Studies should also be done to see how divorce effects a parent's communication with adults outside of their family. There have not been any research studies done to look at this area. Most previous research done in this field has looked at how divorce has affected relationships within families or romantic relationships. Very little, if any research has been done to see how divorce effects the communication of those individuals involved in reference to other relationships outside of their family.

There are several different aspects that could be looked at and evaluated in divorce. No two divorces are the same, and each child deals with different family backgrounds. The variables that should be considered in studying the area of divorce and how it effects a person's communication are numerous and should all be considered. With the rapid growth rate of divorce across the world, divorce deserves to receive more significant attention from research in order to understand the effects it is having on children from divorced families.

Conclusion

Today in our society divorce is everywhere. It is not an uncommon family situation and effects children in significant ways. While sometimes divorce happens at an early stage in marriage before children are involved, that is not always the case. There are many times a married couple does not decide to divorce until after they have had children and their children are in middle school, high school, or even in college. In cases where children are involved, the parents seem to have no idea or consideration of how divorce will impact the lives of their children.

Many studies have been developed to look at the effects divorce is having on children, but none have been conducted to see how divorce is affecting an adolescent girl's communication with adults outside of her family. A survey of past literature concerning the effects of divorce on children, and Narrative Analysis theory was presented in the literature review. A Q-sort methodology was used to explore how divorce is affecting the communication between adolescent girls from divorced families and adults outside of their families. The effect divorce has on a young girl's communication with adults outside of her family can be both negative and positive. From this study it can be concluded divorce does not only negatively effect an adolescent girl's communication with adults outside of her family. Positive effects were also found.

Recommendations for future research demonstrate that more research is needed in this area. This study has contributed to past studies on the effects of divorce by looking at how divorce affects children in a new area. Scholars in the past have not studied how divorce affects children in relationships outside of the family that are not intimate relationships. Since the relationships that children have with adults outside of their family are very important regardless

of whether it is a teacher, counselor, acquaintance, friend, or some other authority figure in their life, how divorce is affecting the communication in these relationships should be an area more commonly studied.

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Appendix

Appendix A

A Q-STUDY OF DIVORCE AND HOW IT AFFECTS A CHILD'S COMMUNICATION WITH ADULTS OUTSIDE OF THEIR FAMILY

Respondents	STATEMENT																													
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
1	15	14	2	12	16	1	13	19	8	28	10	27	5	24	26	6	21	25	29	30	11	9	17	20	7	23	3	4	22	18
2	4	26	16	24	14	15	1	25	13	22	29	7	9	11	21	5	10	2	30	28	17	23	20	8	6	12	3	18	27	19
3	19	30	25	4	5	8	2	26	1	11	9	6	3	10	24	17	18	20	29	21	13	12	14	15	16	22	7	23	28	27
4	24	21	1	12	15	2	26	16	4	18	13	6	5	28	27	11	14	19	30	29	7	10	3	8	20	25	9	22	17	23
5	14	13	1	16	22	23	18	28	4	20	5	8	29	19	26	10	21	17	12	30	15	24	27	6	7	25	11	2	3	9
6	28	9	17	22	26	30	18	29	19	6	5	11	2	1	16	12	13	10	21	7	25	15	23	3	4	27	24	20	14	8
7	18	13	6	28	30	24	16	19	15	22	11	3	7	17	5	10	12	26	14	23	20	29	21	1	2	9	27	8	25	4
8	30	1	14	19	28	29	8	21	16	5	9	24	15	22	4	12	2	7	18	23	17	20	25	13	11	26	27	6	3	10
9	29	10	16	28	23	25	19	7	22	4	12	9	8	13	3	6	2	30	21	20	24	18	15	11	5	27	26	17	14	1
10	18	1	12	24	25	23	27	7	2	21	3	17	8	26	16	30	10	20	19	15	6	14	13	29	4	22	28	9	11	5
11	29	5	28	14	20	27	4	24	11	3	25	10	6	8	1	30	7	26	18	23	22	9	21	13	2	18	12	14	16	15
12	28	15	1	10	26	30	25	20	19	9	8	5	6	11	23	7	27	24	21	16	12	29	2	14	22	13	3	18	17	4
13	25	7	16	26	27	30	29	2	14	8	19	11	17	9	13	5	10	15	6	20	23	21	24	4	3	28	22	12	18	1
14	12	15	11	13	17	7	24	25	1	21	2	6	9	4	22	3	23	19	27	29	5	30	10	20	16	26	8	18	14	28
15	19	18	17	21	23	24	25	4	3	5	12	16	9	7	11	10	2	8	9	1	30	29	22	13	6	28	27	15	20	14
16	30	25	5	2	4	3	23	16	7	28	8	15	24	22	26	12	27	17	20	21	14	6	11	9	10	29	1	18	13	19
17	15	14	13	28	29	30	18	11	10	17	4	3	7	24	27	20	6	9	8	19	25	16	22	12	5	21	23	2	26	1
18	24	23	14	15	16	22	17	18	8	5	4	3	1	13	6	7	25	26	15	11	27	28	29	9	12	30	26	2	20	10
19	21	17	8	28	26	29	16	19	2	11	3	30	13	14	1	12	15	9	20	22	18	23	10	4	5	24	16	8	25	6
20	25	14	17	23	19	16	4	26	8	27	17	2	24	20	10	3	15	30	29	28	9	18	13	1	5	22	6	11	21	12

Appendix B

	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*
1	1																			
2	0.24	1.00																		
3	0.32	0.40	1.00																	
4	**0.57**	0.16	0.45	1.00																
5	0.30	0.10	-0.11	0.16	1.00															
6	-0.22	0.03	0.01	-0.14	0.17	1.00														
7	0.02	0.19	-0.24	-0.05	0.36	0.42	1.00													
8	-0.10	-0.15	-0.34	-0.21	0.32	0.52	0.34	1.00												
9	-0.15	-0.14	-0.23	-0.04	0.03	**0.58**	0.58	**0.55**	1.00											
10	0.15	-0.42	-0.29	0.09	0.18	0.15	0.27	0.36	0.33	1.00										
11	-0.16	0.06	0.20	-0.21	-0.07	0.43	0.24	0.42	0.45	0.11	1.00									
12	0.09	-0.06	0.05	0.32	0.25	0.29	0.28	-0.02	0.23	0.04	-0.06	1.00								
13	-0.24	-0.09	-0.45	-0.18	0.31	0.54	0.55	0.48	**0.72**	0.28	0.25	0.18	1.00							
14	0.47	0.26	**0.47**	0.56	0.37	0.02	0.03	-0.17	-0.12	0.04	-0.21	**0.38**	-0.15	1.00						
15	-0.35	-0.08	-0.17	-0.24	0.00	0.53	0.32	0.36	0.50	0.24	0.14	-0.02	**0.67**	-0.08	1.00					
16	0.55	-0.03	0.37	**0.64**	0.33	-0.20	-0.30	-0.31	-0.28	-0.10	-0.29	0.14	-0.21	**0.38**	-0.31	1.00				
17	0.00	0.07	-0.19	-0.05	0.38	0.42	**0.60**	0.35	0.40	**0.51**	0.13	0.11	0.58	-0.14	0.48	-0.22	1.00			
18	0.00	-0.07	0.17	-0.03	0.30	0.53	0.53	0.30	0.50	0.10	0.24	0.29	0.44	0.18	**0.54**	-0.04	0.40	1.00		
19	0.13	0.11	-0.11	-0.01	0.32	0.45	0.52	0.53	0.43	0.31	0.20	0.22	0.48	0.10	0.44	-0.07	**0.42**	**0.39**	1.00	
20	0.38	**0.43**	0.27	0.33	**0.43**	0.09	0.47	0.13	0.29	-0.04	**0.28**	0.19	0.14	0.33	-0.22	**0.30**	0.09	0.19	0.31	1.00
	I	**II**	**III**	**IV**	**V**	**VI**														
	20	19	9	14	16	17														
	2	17	6	3	4	7														
	5	18	8	12	14	10														
	11																			
	16																			

Appendix C

A Q-STUDY OF DIVORCE AND HOW IT AFFECTS A CHILD'S COMMUNICATION WITH ADULTS OUTSIDE OF THEIR FAMILY

Respondents	STATEMENT																												
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
20	25	14	17	23	19	16	4	26	8	27	17	2	24	20	10	3	15	30	29	28	9	18	13	1	5	22	6	11	21	12
2	4	26	16	24	14	15	1	25	13	22	29	7	9	11	21	5	10	2	30	28	17	23	20	8	6	12	3	18	27	19
5	14	13	1	16	22	23	18	28	4	20	5	8	29	19	26	10	21	17	12	30	15	24	27	6	7	25	11	2	3	9
11	29	5	28	14	20	27	4	24	11	3	25	10	6	8	1	30	7	26	18	23	22	9	21	13	2	18	12	14	16	15
16	30	25	5	2	4	3	23	16	7	28	8	15	24	22	26	12	27	17	20	21	14	6	11	9	10	29	1	18	13	19
Total	*102*	*83*	*67*	*79*	*79*	*84*	*50*	*119*	*43*	*100*	*84*	*42*	*92*	*80*	*84*	*60*	*80*	*92*	*109*	*130*	*77*	*80*	*92*	*37*	*30*	*106*	*33*	*63*	*80*	*74*
Average	**20.4**	**16.6**	**13.4**	**15.8**	**15.8**	**16.8**	**10.0**	**23.8**	**8.6**	**20.0**	**16.8**	**8.4**	**18.4**	**16.0**	**16.8**	**12.0**	**16.0**	**18.4**	**21.8**	**26.0**	**15.4**	**16.0**	**18.4**	**7.4**	**6.0**	**21.2**	**6.6**	**12.6**	**16.0**	**14.8**
	5			**7**				**2**	**26**			**27**							**3**	**1**				**28**	**30**	**4**	**29**			
9	29	10	16	28	23	25	19	7	22	4	12	9	8	13	3	6	2	30	21	20	24	18	15	11	5	27	26	17	14	1
6	28	9	17	22	26	30	18	29	19	6	5	11	2	1	16	12	13	10	21	7	25	15	23	3	4	27	24	20	14	8
8	30	1	14	19	28	29	8	21	16	5	9	24	15	22	4	12	2	7	18	23	17	20	25	13	11	26	27	6	3	10
Total	*87*	*20*	*47*	*69*	*77*	*84*	*45*	*57*	*57*	*15*	*26*	*44*	*25*	*36*	*23*	*30*	*17*	*47*	*60*	*50*	*66*	*53*	*63*	*27*	*20*	*80*	*77*	*43*	*31*	*19*
Average	**29.0**	**6.7**	**15.7**	**23.0**	**25.7**	**28.0**	**15.0**	**19.0**	**19.0**	**5.0**	**8.7**	**14.7**	**8.3**	**12.0**	**7.7**	**10.0**	**5.7**	**15.7**	**20.0**	**16.7**	**22.0**	**17.7**	**21.0**	**9.0**	**6.7**	**26.7**	**25.7**	**14.3**	**10.3**	**6.3**
	1	**26**			**5**	**2**				**30**							**29**								**27**	**3**	**4**			**28**
14	12	15	11	13	17	7	24	25	1	21	2	6	9	4	22	3	23	19	27	29	5	30	10	20	16	26	8	18	14	28
3	19	30	25	4	5	8	2	26	1	11	9	6	3	10	24	17	18	20	29	21	13	12	14	15	16	22	7	23	28	27
12	28	15	1	10	26	30	25	20	19	9	8	5	6	11	23	7	27	24	21	16	12	29	2	14	22	13	3	18	17	4
Total	*59*	*60*	*37*	*27*	*48*	*45*	*51*	*71*	*21*	*41*	*19*	*17*	*18*	*25*	*69*	*27*	*68*	*63*	*77*	*66*	*30*	*71*	*26*	*49*	*54*	*61*	*18*	*59*	*59*	*59*
Average	**19.7**	**20.0**	**12.3**	**9.0**	**16.0**	**15.0**	**17.0**	**23.7**	**7.0**	**13.7**	**6.3**	**5.7**	**6.0**	**8.3**	**23.0**	**9.0**	**22.7**	**21.0**	**25.7**	**22.0**	**10.0**	**23.7**	**8.7**	**16.3**	**18.0**	**20.3**	**6.0**	**19.7**	**19.7**	**19.7**
								3	**26**		**27**	**30**	**28**		**4**		**5**		**1**			**2**						**29**			
19	21	17	8	28	26	29	16	19	2	11	3	30	13	14	1	12	15	9	20	22	18	23	10	4	5	24	16	8	25	6
17	15	14	13	28	29	30	18	11	10	17	4	3	7	24	27	20	6	9	8	19	25	16	22	12	5	21	23	2	26	1
18	24	23	14	15	16	22	17	18	8	5	4	3	1	13	6	7	25	26	15	11	27	28	29	9	12	30	26	2	20	10
Total	*60*	*54*	*35*	*71*	*71*	*81*	*51*	*48*	*20*	*33*	*11*	*36*	*21*	*51*	*34*	*39*	*46*	*44*	*43*	*52*	*70*	*67*	*61*	*25*	*22*	*75*	*65*	*12*	*71*	*17*
Average	**20.0**	**18.0**	**11.7**	**23.7**	**23.7**	**27.0**	**17.0**	**16.0**	**6.7**	**11.0**	**3.7**	**12.0**	**7.0**	**17.0**	**11.3**	**13.0**	**15.3**	**14.7**	**14.3**	**17.3**	**23.3**	**22.3**	**20.3**	**8.3**	**7.3**	**25.0**	**21.7**	**4.0**	**23.7**	**5.7**
				4	**5**	**1**			**27**		**30**		**26**												**25**	**2**		**29**	**3**	**28**
16	30	25	5	2	4	3	23	16	7	28	8	15	24	22	26	12	27	17	20	21	14	6	11	9	10	29	1	18	13	19
4	24	21	1	12	15	2	26	16	4	18	13	6	5	28	27	11	14	19	30	29	7	10	3	8	20	25	9	22	17	23
14	12	15	11	13	17	7	24	25	1	21	2	6	9	4	22	3	23	19	27	29	5	30	10	20	16	26	8	18	14	28
Total	*66*	*61*	*17*	*27*	*36*	*12*	*73*	*57*	*12*	*67*	*23*	*27*	*38*	*54*	*75*	*26*	*64*	*55*	*77*	*79*	*26*	*46*	*24*	*37*	*46*	*80*	*18*	*58*	*44*	*70*
Average	**22**	**20**	**6**	**9**	**12**	**4**	**24**	**19**	**4**	**22**	**8**	**9**	**13**	**18**	**25**	**9**	**21**	**18**	**26**	**26**	**9**	**15**	**8**	**12**	**15**	**27**	**6**	**19**	**15**	**23**
			28			**29**	**4**		**30**		**26**								**3**	**2**						**1**	**27**			**5**
17	15	14	13	28	29	30	18	11	10	17	4	3	7	24	27	20	6	9	8	19	25	16	22	12	5	21	23	2	26	1
7	18	13	6	28	30	24	16	19	15	22	11	3	7	17	5	10	12	26	14	23	20	29	21	1	2	9	27	8	25	4
10	18	1	12	24	25	23	27	7	2	21	3	17	8	26	16	30	10	20	19	15	6	14	13	29	4	22	28	9	11	5
Total	*51*	*28*	*31*	*80*	*84*	*77*	*61*	*37*	*27*	*60*	*18*	*23*	*22*	*67*	*48*	*60*	*28*	*55*	*41*	*57*	*51*	*59*	*56*	*42*	*11*	*52*	*78*	*19*	*62*	*10*
Average	**17.0**	**9.3**	**10.3**	**26.7**	**28.0**	**25.7**	**20.3**	**12.3**	**9.0**	**20.0**	**6.0**	**7.7**	**7.3**	**22.3**	**16.0**	**20.0**	**9.3**	**18.3**	**13.7**	**19.0**	**17.0**	**19.7**	**18.7**	**14.0**	**3.7**	**17.3**	**26.0**	**6.3**	**20.7**	**3.3**
				2	**1**	**4**					**28**		**26**	**5**											**29**		**3**	**27**		**30**