RELATIONSHIP BETWEEN COLLEGE STUDENT PERCEIVED SEPARATION AND EMOTIONAL STATUS

THESIS

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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This study explored whether depression was related to the way college students interact with their parents. A second purpose was to explore whether the emotional states of depression, anxiety, and hostility were associated with different types of adolescent dependence (Functional, Attitudinal, Conflictual, and Emotional) on each parent. A total of 108 undergraduate students from intact families completed self-report measures of depression, anxiety, hostility and psychological separation. A non-significant relationship was found between the way students relate to their parents and level of depression. However, subjects reporting angry or guilty feelings toward parents had significantly greater depression and hostility scores. Subjects reporting attitudes, values and beliefs that are not distinct from their parents also displayed significantly greater hostility scores. Furthermore, anxiety in the sample was significantly related to subjects' reports of dependence on approval, closeness and emotional support from parents.
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Depression is a relatively common mental health problem of college age students. It has been estimated that 25 percent of this population become depressed while in college (Beck & Young, 1978). Beck and Young have also estimated that 33 percent of all college age dropouts suffer serious depression just before leaving school. Furthermore, the incidence rates for depression and suicide are higher for college students than for their noncollege peers (Sue, Sue, & Sue, 1981). These statistics are especially impressive when compared to a four to eight percent depression rate among the general population (Weissman & Boyd, 1983).

Oliver and Burkham (1979) investigated some of the basic parameters of depression in random samples of lower-classmen, upper-classmen, and graduate students using the Beck Depression Inventory. Depression was found to be less frequent in upper-classmen and graduate students. This finding may reflect in part the departure from the university of those students who are depressed. Although depression was found to involve 16 percent of all students, depression scores occurred in the middle depressed range more than 10 times as often as did scores in the severely depressed range. A lack of association between depression,
sex, marital status or their interaction was observed. Finally, depression was found not to be related to points in time, such as before final examinations. College students, as well as all late adolescents, face developmental tasks of psychological separation from the family and pursuit of an independent, adult identity (Dashef, 1984). In the pursuit of an adult identity, Carter and McGoldrick (1980) assert that late adolescents must achieve a modicum of financial self-sufficiency, form and implement career-related decisions and develop intimate peer relationships. For college students, immediate academic and financial pressures also add further stress. These tasks faced by the late adolescent contain elements of loss. Ties with the parents, who have previously been the primary love objects, authority figures and sources of dependent gratification for the child must be increasingly loosened in pursuit of extrafamilial relationships and models for guidance (Cole, 1964).

The elements of loss in late adolescent development have been most clearly elaborated in the psychoanalytic literature. Freud (1957) described the detachment from parental authority as "one of the most painful, physical achievements of the pubertal period. . . ." Anna Freud (1958) and Jacobson (1961) state that such losses frequently induce states of grief or mourning in adolescents that may persist until they have successfully disengaged themselves
from their parents and embarked on a quest for new objects. Berman (1980) asserts that the period of adolescence consists of three subphases. The early subphase is the adolescent's adequate mastery of the sex drive. When the adolescent experiences intense sexual arousal, there results within the psychic structures a withdrawal of the libidinal interests from the parents as love objects to his own body. This resolution of the Oedipal ties to both parents is the middle subphase. Finally, in the late adolescent subphase, the task is to achieve psychological separation from the parents, autonomy as well as adult sexuality. Freedom from neurotic conflict and satisfaction in the two primary spheres of life, work, and play are thought to depend largely on the successful resolution of the Oedipal complex (Kline, 1972). In a study by Winch (1950) on the Oedipal hypothesis, a negative correlation was found between the courtship progress of male college students and attachment to their mother, whereas the father-son relationship did not prove to have any relationship to the courtship process.

Parsons (1955) theorizes that children learn separate social roles from their mother and father. He states that these social roles are internalized by the child and greatly influence personality development. Parsons describes the mother's role in the family system as expressive while the father has an instrumental function. The area of instrumental function concerns relations of the family
system to its situation outside the system. The expressive area concerns the internal affairs of the family system including the maintenance of relations between the family members.

During the oral and anal stages of development, Parson's states that children are included into a mother-child family sub-system, excluding the father. The child has an attachment or dependence on the mother who serves both as an agent of significant present gratifications and potential relief of frustrations. This expressive role of the mother is the first role internalized by the child. In the Oedipal phase, the child learns the male-female distinction and assumes his or her sex role. The child is then able to differentiate by sex two parents as separate objects. During this time, the male child must substitute his pre-Oedipal identification with his mother for an identification with an unfamiliar object, the father. The girl, on the other hand, though she must internalize the father as an object, does so only in his role as instrumental leader of the family, not as a sex-role model as well. The boy must proceed farther and more radically on the path away from his expressive identification with mother toward a more instrumental identification.

For both sexes, the line of least resistance would be to move the child into a role analogous to that of the husband. This would make it possible to preserve primary
solidarity with the mother. A second possibility is that the child should attempt to take the role of the mother in relation to the father. This is very much a possibility because the child has already internalized the expressive role of the mother. Parsons states that seduction of a child into reciprocity by either parent is associated with disturbance in the marital relationship.

Mahler (1968) provides another analysis of psychological separation from parents. Mahler describes the process of separation-individuation during infancy. Separation-individuation consists of two sets of interdependent changes for the infant. One change is behavioral, including the degree and flexibility with which the infant achieves independent behavioral activity. The other change occurs in the infant's mental representations and includes the degree and stability of differentiation between self and object representations. According to Mahler, Pine and Bergman (1975), these tasks are usually accomplished during the first three years of life. Blos (1979) proposed that there is a second separation-individuation process that occurs during adolescence in which there is a heightened vulnerability of the personality organization. Blos asserts that the shedding of family dependencies during adolescence involves emotional disengagement from internalized infantile objects, which
accompanied by and reflected in changes in the contemporary relationship with the parents.

In summary, from the psychoanalytic literature, late adolescent separation from the parents, like other transitional periods of life that involve the surrender of previous gratification, may increase the individual's susceptibility to depression. Family structure and developmental theorists further assert that there is a relationship between family characteristics and young adult depression. Family systems theorists assume that an individual's behavior can be best understood and treated if it is viewed within its social context, the most intimate social context being the family. Therefore, the already difficult transition of separation from the parents may be made more difficult by certain "unhealthy" characteristics within the family.

Structural family theorists state that family organization forms along two basic axes. The first axis is represented by a line dividing the generations in a family. This "generational line" divides the family into the parents, who perform the tasks of nurturing, controlling and decision making, and the children, who are dependent and subordinate. The second axis is the division of sexes in the family. The same sexed parent is thought to be the role model for identification while the opposite sexed parent may serve as the basic love object (Teyber, 1981). Effecting
and maintaining the generation and sex boundaries is considered to be among the most important tasks of the family.

The structural family theorist Minuchin (1974) states that families are composed of marital, parental and sibling subsystems. Each subsystem is differentiated by boundaries reflecting the functions of that subsystem. The marital subsystem functions to support the intimacy and sexuality needs of the couple as well as providing a "couple identity." The parental subsystem contains the educational and developmental functions for the children. It is also the subsystem in which the couple support each other as parents. In the sibling subsystem, children experience their first peer relationships and learn how to establish relationships with authority figures (the parental subsystem). Minuchin further asserts that a delineated hierarchy exists within well functioning families. Hierarchy refers to the organization of power, authority and status within the family. Parents are the "executive subsystem" of the family hierarchy. Finally, clear boundaries between the various family subsystems permit contact and exchange of information between the components as well as define their distinct, appropriate generational functions.

Structural theorists note that when the needs of a family member change, as they do for the adolescent, the
entire family must reorganize its structure to accommodate and support that change. Failure of the family to adjust can result in internal tension and the emergence of psychological disturbance in one or more of the family members. Psychological disturbance in a family member can serve important regulatory functions for that family, such as maintaining emotional contact among members, detouring conflict elsewhere in the family and protecting members from the difficulties of structural transformations within the family. Haley (1971) states that:

the symptom has an adaptive function in the person's intimate relationships and is not irrational or maladaptive. For example, if the person is depressed, the question for the family therapist is not what type of person this is or what past experiences have lead to this behavior. It is what function does the behavior have in the current family situation and how is it appropriate to what is happening. (p. 282)

Depression and other maladjustments in the young adult have been associated with certain features of family structure. The principle observation in the area of structural family relations is that in disturbed families, the marital relationship is not the primary emotional bond, loyalty or alliance (Teyber, 1981). Several clinical observational studies (Lindz, 1963; Wynne, 1961) report that mothers and fathers in very disturbed families were not able
to establish or maintain a primary emotional bond. Instead of the mother and father forming the primary emotional bond, a cross-generational alliance (between parent and child) was found in these families. Kleiman (1981) found that parents of late adolescents, who scored "healthier" on several personality tests, were more likely to have parents forming the primary emotional bond than those who scored lower on the adjustment measures.

Teyber (1983a) compared male college students who described their parent's marital relationship as the primary dyadic alliance (marital relationship primary or MRP) with those reporting a non-marital dyad as primary (marital relationship not primary or MRNP). Teyber examined the relationship of this classification (MRP or MRNP) to academic success and locus of control. College students of MRP families were found to have significantly higher grade point averages and significantly greater internal locus of control than MRNP college students. Teyber theorized that MRNP parents experience more of a loss as offspring emancipate from the family and are more conflicted about helping their offspring develop the sense of efficacy and inner control necessary for autonomous functioning.

In a second study by Teyber (1983b), both male and female college students with MRP or MRNP families were selected. Study participants were then given two personality tests, Constantinople's Eriksonian measures of personality
(1969) and the Eysenck Personality Inventory (1956).

Subjects were also asked to rank the closeness of each of the possible family dyadic relationships, describe their own identification and closeness with their mother and father, and to indicate whether their father is more supportive-loving or critical-aggressive. The findings suggest that when the mother and father do not form the primary emotional alliance in the family, then a secondary alliance will develop between mother and child that excludes a close relationship with the father. This pattern was observed for both male and female college students, but correlated negatively only to the adjustment of females. Both MRP males and MRP females most frequently selected the set of adjectives which described their fathers as supportive. In contrast, MRNP males and females most frequently selected the set of adjectives which described their fathers as critical. The findings of impaired academic success in MRNP males in Teyber's first study seems to contradict the finding that MRNP males are equally as well adjusted as MRP males in the second study. Since Teyber's first study does not include female subjects and the outcome measures are different in the two studies, a comparison is difficult to make.

When the mother and father in a family do not form the primary emotional bond and a cross-generational alliance forms between a parent and a child, the sex of the parent
and the child in that alliance may be important in predicting dysfunction in the child. Gassner and Murray's study (1969) of neurotic children concludes that neurosis, in many instances, results from the conjoint influences of three variables; parental conflict, the relative dominance of the mother vs. the father, and the gender of the child. When the mother and father are in conflict, identificatory allegiance will be problematic for some children but not for others, depending on their gender and the gender of the dominant parent. The child of the opposite sexed dominant parent is torn between identification with the weak same sexed parent or dominant opposite sexed parent. Following the lead of the same sexed parent results in disparagement and possible retaliation from the dominant opposite sexed parent. Yet, identification with the opposite sexed parent could produce sex role and gender identity conflicts.

Schwartz and Getter (1978) constructed questionnaires to measure conflict and dominance in the families of college students and found that the Lanyon Discomfort scale scores were highest in students from high conflict, cross-sexed parent dominant families. The lowest Discomfort scores were for women from low-conflict, paternally dominated homes. In a study by Schwartz and Zuroff (1979), the triple interaction model of psychopathology, that parental conflict and cross-sex parental dominance lead to psychopathology in children, was examined. In their study,
college females were given the Beck Depression Inventory and questionnaires constructed by the authors to measure parental conflict and the decision making power of each parent. For the female college students, the existence of parental conflict and increased paternal dominance was most predictive of high scores on the BDI. In a follow-up study by Schwartz and Getter (1979), both male and female college students were used as subjects. Three clinical scales and one response set scale from Lanyon's (1973) Psychological Screening Inventory were employed to assess focal pathology, instead of the BDI used in the previous study. Neuroticism, major pathology, antisocial tendencies and defenses were the variables measured by the Lanyon scales. Only neuroticism and major pathology were accurately predicted by the level of family conflict and these predictors were mediated by the sex of the student and of the more dominant parent.

In a Study by Lopez et al. (1986) measuring depression, psychological separation, and college adjustment, depression in college students was found to be related to increased psychological dependence on parents. Women, who were reporting angry, conflictual relationship with their fathers were more likely to be depressed. Furthermore, no statistically significant inverse relationship between BDI scores and College Adjustment, measured by the College Adjustment Inventory, was observed for either male or female groups.
Hoffman (1984) has devised the Psychological Separation Inventory (PSI) to measure several aspects of adolescent psychological separation from their parents. Four discrete scales reflecting psychological separation were extrapolated from Mahler's (1968) description of the separation-individuation phase during infancy and early childhood. According to Mahler, the infant goes through a set of stages beginning with breaking away from the oneness of the mother-infant dyad, leading to rapprochement, or the return to the mother. Finally, the infant ends the separation-individuation process with an internalization of the mother image. The striving of the infant for independence from the mother may be reflected during adolescence as the ability to manage and direct one's personal and practical affairs without the help of parents. Hoffman labels this autonomy as Functional Independence. The infant's differentiation between the mental representations of the self and other may be reflected during adolescence in the differentiation of attitudes, values and beliefs between the adolescent and his or her parents. Therefore, Hoffman defines Attitudinal Independence as the condition wherein the image of oneself is perceived as being unique from that of one's own parents, including the existence of separate beliefs, values and attitudes. The emotional dependency of the infant on the mother is a broad domain which reflects both positive feelings of closeness as well as negative feelings resulting
from conflict. Thus, the emotional sphere is divided into two aspects labeled Emotional and Conflictual Independence. Emotional Independence is defined as freedom from an excessive need for approval, closeness, togetherness and emotional support in relation to the mother or father. Conflictual Independence is defined as freedom from excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment and anger in relation to the mother and father. In sum, the construct of adolescent psychological separation from the parents is broken down into four aspects: Functional, Attitudinal, Emotional, and Conflictual Independence. All four separation scales produce scores for the adolescent’s level of separation from the mother distinct from the scores produced for the level of separation from the father.

Collectively the above findings suggest that during late adolescence, the young adult’s adequate psychological separation from the parents may be influenced by the relationship between the parents as well as the sex of the child. Separation from parents may be more difficult if an inappropriate cross-generational alliance exists between parent and child. Difficulty in separation may be further compounded if the child is of opposite sex to the allied parent. Furthermore, the young adult’s difficulty in separation from their parents may be manifest as depression. In an attempt to contribute a synthesizing element to the
above literature, this study hypothesizes that a continuum of depression exists in late adolescents ranging from a) least depression associated with children from MRP families, b) greater depression associated in children from MRNP families in which the alliance is formed with the same sex parent (MRNP+ family styles), and c) the greatest depression associated with MRNP families in which the alliance is formed with the opposite sexed parent (MRNP- family styles). Moreover, different types of adolescent dependence (Functional, Attitudinal, Conflictual and Emotional dependence) on each parent may be associated with certain emotional states in the young adult. The emotional states that will be measured in this study are depression, anxiety, and hostility. Finally, gender differences in the type of adolescent dependence on each parent associated with such emotional states will be evaluated.

Method

Subjects

Initially 213 college freshman enrolled in psychology and computer science courses at North Texas State University were screened for this study. Of this number, 108 subjects (38 males and 70 females) were used. All subjects were between 17-20 years of age and had never been married. At the time of the study, no students were living at their parents' home or had lived away from home for more than one
year. Only subjects whose natural parents were married to each other and lived together were used.

**Instruments**

Participants completed the following four instruments. A Background Information questionnaire (BAD) was given to each subject to provide information on demographic variables including, age, sex, marital status, college major, socio-economic status, and current living, work and family situations.

The Psychological Separation Inventory (PSI; Hoffman, 1984) was employed to measure the type and level of adolescent psychological separation. This 138 item self-report questionnaire is comprised of four scales which attempt to quantify adolescent separation. As described previously, the scales provide scores for four components of separation, Functional, Attitudinal, Emotional, and Conflictual, as well as scores for total separation. Half of the items pertain to the subject’s relationship to the mother, and the other half pertain to the subject’s relationship to the father. Subjects rate each item on a five-point Likert scale, ranging from “not at all true of me (0)” to “very much true of me (5).” Lower scores reflect greater psychological separation.

Although the PSI was not a factor analytically derived inventory, factor analysis was performed by Hoffman to provide an empirical check on the scales. Confirmatory
factor analysis was calculated for 150 undergraduate students using an orthogonal rotation method. The estimated internal consistency for each of the PSI scales, calculated using the Cronbach's alpha coefficient, ranges from .84 to .92. Pearson's Product Moment test-retest reliability correlations for the 150 undergraduate subjects, who were retested two to three weeks after the initial testing, resulted in correlation coefficients ranging from .49 to .92 for males and from .70 to .96 for females (95% confidence). Finally, undergraduate scores on the PSI were correlated with the Personal Adjustment Scale on the Adjective Check List and two global ratings regarding problems with academic courses and love relationships. The results showed that greater Conflictual independence was related to better personal adjustment, particularly with regard to love relationships. Greater emotional independence was found to be related to better academic adjustment.

The Multiple Affect Adjective Check List (MAACL; Zuckerman & Lubrin, 1965) was used to measure three negative effects, depression, anxiety, and hostility, among the subjects. This self report questionnaire consists of three scales measuring subjects' levels of depression, anxiety and hostility at the time of the testing. Subjects were given a list of 132 adjectives and asked to circle words which describe how they "generally feel." The items for the MAACL scales were empirically selected. For the Anxiety and
Depression scales, items were chosen in which statistically significant differences \( (p < .05) \) in checking frequency were found between highly anxious and highly depressed psychiatric patients and nonanxious and nondepressed normals. For the Hostility scale, items were chosen in which significant checking frequency \( (p < .05) \) was found among people going from a normal state to a hypnotically induced hostility state. The retest reliability of college students' scores, when the MAACL is given at a seven day interval, ranges from .68 to .84 for the three scales. Internal reliability scores, using the split-half technique, range from .79 to .90.

Validity data on the MAACL was obtained in a study by Zuckerman and Lubrin (1964) where the measure was administered on three baseline days, each one week apart. On the fourth week, the experimenter entered with a class examination, which was not scheduled to be given until the following week. The "Today" form requires that the subjects respond to the adjectives in a manner representing how they "feel now, today." The unannounced exam threat was intended to illicit hostility as well as anxiety. All three of the MAACL scores were significantly affected by the exam threat.

The final instrument used in this study is the Beck Depression Inventory (BDI; Beck et al., 1961). This clinically derived inventory is composed of 21 categories of symptoms and attitudes characteristic of depression. Each category describes a specific behavioral manifestation of
depression and consists of a graded series of four to five self-evaluative statements. The statements are ranked and given numerical values from 0-3 to reflect the range and severity of the symptom. The items were chosen on the basis of their relationship to the overt behavioral manifestations of depression and do not reflect any theory regarding the etiology or an underlying psychological process in depression. Using the split-half method, the internal consistency of the BDI was computed, yielding a Pearson correlation of .86. Oliver and Burkham (1979) report a one week test-retest reliability coefficient of .78 for the BDI using a college sample. Furthermore, Miller and Seligman (1973) report a three month reliability coefficient of .74, also for college students. The validity of the BDI was examined by comparing psychiatric patients' BDI scores with Depth of Depression ratings from four psychiatrists. The psychiatrists interviewed each patient and rated him or her on a four-point Depth of Depression scale. With each increment in the Depth of Depression ratings given by the psychiatrists, there existed a progressively higher mean score from the BDI and there differences in the mean BDI scores for the four Depth of Depression ratings were statistically significant (\( p < .001 \) level).

Procedure

Subjects were administered the measures in groups of no more than 50 individuals. After all the subjects were
seated, they were then given the following instructions:

My name is Ilana and I am working on my master's degree. I need your assistance, which consists of filling out four questionnaires. One of these is entitled the PSI. The instructions for filling out this questionnaire are printed at the top of the page and are self explanatory. The second questionnaire is entitled the BDI and has 21 questions. The instructions for this measure are also printed at the top of the page and are relatively straight forward. These first two questionnaires have an answer sheet for you to mark your responses on. The third measure is entitled the MAACL and consists of a series of adjectives. You should circle each adjective which describes yourself in general. The final questionnaire I will need you to fill out is called the Background Information Questionnaire. Simply answer all of the questions on this test. The last two questionnaires do not have answer sheets and you should respond directly on the test paper itself. There are no right or wrong answers to any of the questions on the surveys. I am interested in how a group as a whole responds, not your individual scores. Furthermore, your answers are totally confidential, therefore do not put your name on any of the papers. You may also leave the experiment at anytime and will not be penalized. I will also ask
you to sign a release form before the administration of the questionnaires [Appendix E]. The release form will allow me to use your responses to these four questionnaires in this study only.

After release forms were signed by all subjects and collected, the measures were handed out, starting with the Background Information survey. Participating subjects were then told the order in which they were to fill out the remaining three questionnaires. The order in which the measures were filled out was rotated between groups in order to counterbalance any extraneous effects. Instructions for completing the measures were printed on the questionnaires. After the measures had been handed out and completed, they were then collected. Next, each subject received a debriefing handout (Appendix F), explaining the rationale of the study. The name and address of the experimenter was included on the debriefing sheet so that if the participants wished, they could write and receive feedback from the study after the results were tabulated. All subjects received extra credit in their psychology or computer science class for participating in the study.

Design

As will be recalled, one purpose of this study was to explore the differences in the young adults' type of dependence, Functional, Attitudinal, Conflictual, and Emotional, on each parent as related to their emotional
status. To explore this hypothesis, the subjects' Functional, Attitudinal, Conflictual and Emotional independence scores on the PSI were computed. The BDI scores were also calculated as well as the depression, hostility and anxiety scores from the MAACL.

Next, four univariate, stepwise regression analyses were used to examine the relationship between type of dependence and emotional status. Gender scores on Functional, Attitudinal, Conflictual and Emotional independence scales for each parent were used as predictor variables while scores on the BDI, depression, hostility and anxiety scales of the MAACL were used as outcome measures.

A secondary purpose of this study was to explore differences in depression as a function of the young adult's family style. Children from families in which the marital relationship is primary (MRP) were hypothesized to display the least depression. Children from families in which a same sexed parent-child relationship is primary (MRNP+) were hypothesized to display more depression, while children from families in which an opposite sexed parent-child relationship is primary (MRNP-) were expected to display the greatest depression. To explore this hypothesis, difference scores were computed for each subject. These difference scores were obtained by subtracting a participant's opposite sexed parent separation score from the same sexed parent separation score. The mean and standard deviation of these
difference scores was computed. Difference scores which fell within one standard deviation from the overall mean were defined as the MRP group. Difference scores falling above one standard deviation from the overall mean were defined as the MRNP+ group and difference scores falling one standard deviation below the overall mean were defined as the MRNP- group.

A $2 \times 3$ (gender x family style) analysis of variance was then performed on the BDI scores of these groups and Tukey's test was then used to explore group differences. Another $2 \times 3$ analysis was performed on the MAACL depression scores of the groups and Tukey's test was also employed to explore group difference on this analysis.

**Results**

Table 1 presents the correlation matrix among the average dependent and independent variable scores. All dependent measures were significantly correlated with each other at the $p < .001$ level. Within the independent variables, a significant negative relationship was found between Conflictual and Attitudinal dependence. Emotional dependence was also significantly related to Attitudinal and Functional dependence. Such significant correlations between the predictor variables warranted the use of stepwise procedures in the regression analysis to eliminate the effects of multicollinearity.
Table 2 displays the descriptive statistics for male and female and subjects on all dependent measures. For the Beck variable, females scored higher overall with a mean Beck score of 9.54 while the males had a mean Beck score of 7.84. This pattern was also found for the MAACL depression and anxiety scores. However, for the MAACL hostility variable, males were found to score higher overall with a mean score of 8.44 while the females had a mean of 7.07.

In the first regression analysis, BDI depression scores were regressed on the Functional, Attitudinal, Conflictual, Emotional and Gender variable scores. In this analysis,
Conflictual dependence was significantly associated with greater BDI scores explaining 15.45 percent of the variance, \( F(1, 106) = 19.37, p = .001 \).

Table 2
Descriptive Statistics for Males and Females on Dependent Measures

<table>
<thead>
<tr>
<th></th>
<th>Beck Depression</th>
<th>MAACL Depression</th>
<th>MAACL Anxiety</th>
<th>MAACL Hostility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Mean</td>
<td>7.84</td>
<td>9.54</td>
<td>10.47</td>
<td>11.60</td>
</tr>
<tr>
<td>SD</td>
<td>6.57</td>
<td>7.82</td>
<td>6.31</td>
<td>6.81</td>
</tr>
<tr>
<td>Variance</td>
<td>43.27</td>
<td>61.23</td>
<td>39.93</td>
<td>46.44</td>
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<tr>
<td>Mode</td>
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<td>7.00</td>
<td>16.00</td>
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<tr>
<td>Median</td>
<td>7.00</td>
<td>8.00</td>
<td>10.00</td>
<td>11.00</td>
</tr>
<tr>
<td>Standard Error</td>
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<td>.95</td>
<td>1.02</td>
<td>.81</td>
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<tr>
<td>Skewness</td>
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<td>1.46</td>
<td>.069</td>
<td>.56</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>1.06</td>
<td>3.07</td>
<td>-.905</td>
<td>-.13</td>
</tr>
</tbody>
</table>

Note. M = male; F = female.

In the second analysis, MAACL depression scores were regressed on the same set of predictor variables. Conflictual dependence was also associated with increased MAACL depression scores, \( F(1, 106) = 8.14, p < .005 \), explaining 7.13 percent of the variance. No other predictor variables increased the percentage of variance explained for this criterion variable.
In the third analysis using MAACL hostility as the dependent variable, Attitudinal dependence was associated with increased hostility scores, $F(1, 106) = 77.59, p < .001, R^2 = .42$. Adding the Conflictual dependence variable into the regression equation increased the variance explained to 47.01 percent, which was statistically significant, $F(1, 106) = 46.59, p < .001$.

Anxiety scores on the MAACL were used as the criterion variable in the fourth analysis. Here Emotional dependence was significantly related to greater anxiety scores, $F(1, 106) = 6.33, p < .013, R^2 = .06$. The addition of the remaining predictor variables failed to increase the percentage of variance explained in this analysis.

Figure A (Appendix G) presents a graphical distribution of the subjects' computed difference scores while Tables 3 and 4 display cell frequencies, means and standard deviations for the gender x family style groups for both the BDI and MAACL depression scores. The subjects were divided into the three family style groups using the standard deviation of the difference scores. A 2 x 3 (gender x family style) weighted means analysis was employed because of unequal cell frequencies. However, prior to exploring group differences on the outcome measures, an ANOVA was performed on the difference scores to explore whether the groups actually differed in their family patterns. The family style groups were all found to be significantly
different from one another at the \( p = .001 \) level (\( F = 104.31 \)). Results from the weighted means analysis performed on the BDI and MAACL depression scores were nonsignificant. However, for the BDI scores, the gender x family type interaction approached significance at the \( p = .10 \) level. For the MRNP− group, males tended to score higher on the BDI than females while for the MRNP+ group, females tended to achieve higher BDI scores than the males.

Table 3
Cell Frequencies, Means and Standard Deviations for Family Type x Gender Groups on Beck Scores

<table>
<thead>
<tr>
<th>Type</th>
<th>Females</th>
<th></th>
<th>Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
<td>N</td>
<td>X</td>
</tr>
<tr>
<td>MRNP+</td>
<td>14.92</td>
<td>10.27</td>
<td>12</td>
<td>5.40</td>
</tr>
<tr>
<td>MRP</td>
<td>8.76</td>
<td>6.96</td>
<td>49</td>
<td>7.76</td>
</tr>
<tr>
<td>MRNP−</td>
<td>6.67</td>
<td>5.22</td>
<td>9</td>
<td>11.50</td>
</tr>
</tbody>
</table>

Table 4
Cell Frequencies, Means and Standard Deviations for Family Type x Gender Groups on MAACL Depression Scores

<table>
<thead>
<tr>
<th>Type</th>
<th>Females</th>
<th></th>
<th>Males</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
<td>N</td>
<td>X</td>
</tr>
<tr>
<td>MRNP+</td>
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<td>7.59</td>
<td>12</td>
<td>10.80</td>
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<tr>
<td>MRP</td>
<td>11.55</td>
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<td>49</td>
<td>10.14</td>
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<tr>
<td>MRNP−</td>
<td>10.11</td>
<td>5.10</td>
<td>9</td>
<td>12.50</td>
</tr>
</tbody>
</table>
Discussion

The finding that both Beck and MAACL depression scores are significantly related to college student reports of conflictual relationships with their parents is consistent with the findings of Lopez et al. (1986) in which women who reported angry, conflictual relationships with their fathers were more likely to be depressed. As noted previously, Conflictual dependence is defined as the child's experience of guilt, anxiety, mistrust, resentment and anger in relation to the mother and father. From the psychoanalytic perspective, depression is often theorized to be anger turned inward to oneself. Therefore, it is likely that adolescents feeling guilty or angry toward their parents may project these feelings inward, thus manifesting the symptoms of depression. It is possible that the adolescent finds it easier to have a negative self concept than to have a less favorable view toward their first source of love, safety and gratification, which is their parents.

Hostility scores in this sample were also significantly predictive of Conflictual dependence scores. This finding was expected since Conflictual dependence does attempt to metricize a respondent's anger and resentment toward patents. Attitudinal dependence, defined as the image of oneself as perceived as being like that on one's parents having similar beliefs, attitudes and values, was also predictive of higher hostility in the students sampled. It may be more difficult
to separate from someone perceived as similar to oneself. Therefore, the adolescent may become angry at his parents to facilitate his separation from them.

Emotional dependence, or the need for approval from one's mother and father, was significantly related to anxiety in this study. This result was true for both males and females. For a student to need such emotional support from parents may leave them anxious and vulnerable in a university setting which offers little such support and less contact with one's family of origin. Emotionally dependent adolescents may not have developed their own inner resources or may not have substituted other objects for the emotional closeness they now lack from their parents.

Among males, the results of this study were consistent with the hypothesis that depression would lie on a continuum from less depression associated with children from families in which the marital relationship is primary (MRP families), to greater depression in children from families in which a same sexed parent-child relationship is primary (MRNP+ families), to the greatest depression being associated with children from families in which an opposite sexed parent-child relationship is primary (MRNP- families). However, for the female students, depression scores fell on the opposite continuum, with the highest depression scores occurring in the MRNP+ group. These results are contrary to those of Kleiman (1981) and Teyber (1983a) in which college
students, who reported a nonmarital dyad as primary were less well adjusted than those who described their parents marital relationship as consisting of a primary dyadic alliance. In this study, college students in primary alliances with their fathers were found to have lower depression scores than students reporting a marital relationship as primary. Furthermore, contrary to the findings of Teyber’s second study (Teyber, 1983b), in which it was found that a close mother-child alliance did not correlate negatively to the adjustment of males, the current results suggest that males participating in a primary alliance with their mothers have greater depression scores. Unlike the present study which utilized a psychological separation inventory to differentiate family style groups, Teyber and Kleiman interviewed and asked their subjects directly to distinguish important dyadic family relationships. This difference in procedure between these studies may account for the inconsistent results found. Direct self report may not be a valid measure for differentiating family style groups because subjects may be knowingly or unknowingly biasing their answers.

Overall, for both males and females, the highest depression scores were found among subjects in which an alliance existed between the mother and child while the lowest depression scores were found for subjects reporting a father-child alliance. Schwartz and Getter (1978) found
similar results in which the lowest Lanyon Discomfort scores were associated with women from low conflict, paternally dominated homes. Moreover, Teyber (1983b) also found that when the mother and father do not form the primary emotional alliance in the family, then a secondary alliance forms between mother and child excluding the father. A possible explanation for this finding is that an alliance with one's mother in college may indicate that the child has never been able to detach from his primary solidarity with the mother. Parsons (1955) states that such an attachment can be a serious barrier to learning instrumental skills necessary for relating to the world outside the family. Thus, children in primary relationships with their mothers may not have developed the resources to cope with adult, independent life and therefore become depressed when faced by the demands of late adolescence. Children reporting dependence on fathers may have emancipated from the primary solidarity with mother and therefore may have more instrumental skills.

The findings obtained here provide empirical support for the therapeutic guidelines of dynamic psychotherapy. Therapists should understand that their clients' present behaviors, cognitions and affects may be colored by past, earlier attachments with parents. Therapists working with late adolescents should explore their clients' early childhood relationships with their parents and understand that present distress may be due to their clients' inability
to detach from a primary solidarity with the mother. This inability to detach from the mother may also be due to a weakened marital relationship between the child's parents. Therapists should work to establish the marital relationship as a distinct and primary coalition in the family. Appropriate boundaries need to be established between the marital pair and their children so that the child will be able to emancipate from the alliance with the mother and function as an independent adult.

Some limitations in this present study shall now be noted. First, if and why some adolescents manifest depression, anxiety or hostile, acting out feelings in response to differential levels of separation from their mothers and fathers is an area of interest for future examination. Secondly, characteristics of this study limit the generalizability of the findings. Younger age adolescents as well as the effects of divorce and remarriage on children's separation from parents and their resulting emotional status should also be examined in future work. Third, the method of distinguishing the family type groups (MRP, MRNP+, MRNP-), by using the distribution of difference scores, may not have accurately represented the groups. Direct behavioral observation of family interaction would yield more meaning descriptions of family relationship patterns than the questionnaire method employed in the present study. Fourth, the operational definition of mother
and father separation may have disguised differences that do exist. In the present study, mother and father separation scores were formed by collapsing the subjects scores across all PSI subscales (Attitudinal, Emotional, Functional, Conflictual). This approach assumes that any significant differences between the subjects' separation from each parent would be evident across all four separate scales. Future research should examine the relationship of individual mother and father independence subscales with depression.
APPENDIX A

Background Information Questionnaire
Background Information Questionnaire

1. Age: _______  Sex: male____ female____
2. Marital Status: single____ separated____
   married____ divorced____
3. Number of Children: ______
4. Classification: Freshman____ Junior____
   Sophomore____ Senior____
   Race: Black____ Mexican-American____
   white____ other (specify)____
5. College major:____________________________
6. Occupational plans upon graduation:_______
   ___________________________________________________________________________________
7. Father's occupation:_______________________
8. Mother's occupation:_______________________
9. Father's educational level:_________________
10. Mother's educational level:_________________
11. Are your natural parents married to each other_______
    or, are they divorced_______
    or, are they separated_______
12. What would you estimate the population of your home town to be? under fifty thousand_______
    over fifty thousand______ over one hundred thousand______
13. What would you estimate your parents' total income to be? under $30,000______ $30,000 to $50,000______
    $50,000 to $100,000 over $100,000______
14. Do you live in a house or apartment other than your families home? yes____ no____
If "yes," for how long? less than six months____
six months to one year____
one year to two years____
over two years____
APPENDIX B

Psychological Separation Questionnaire
Psychological Separation Questionnaire

Instructions: Imaging a scale ranging from 1 to 5 that tells how well each statement applies to you. In the space next to the statement, please enter a number from "1" (not at all true of me) to "5" (very true of me). If the statement does not apply enter "1." Please be completely honest. Your answers are entirely confidential.

Not at all  A little bit  Moderately  Quite a bit  Very true
true of me  true of me  true of me  true of me  true of me
1          2          3          4          5

1. I like to show my friends pictures of my mother.
2. Sometimes my mother is a burden to me.
3. I feel longing if I am away from my mother for too long.
4. My ideas regarding racial equality are similar to my mother's.
5. My mother's wishes have influenced my selection of friends.
6. I feel like I am constantly at war with my mother.
7. I blame my mother for many of the problems I have.
8. I wish I could trust my mother more.
9. My attitudes about obscenity are similar to my mother's.
10. When I am in difficulty, I usually call upon my mother to help me out of trouble.
11. My mother is the most important person in the world to me.
12. I have to be careful not to hurt my mother's feelings.
13. I wish that my mother lived nearer so that I could visit her more frequently.
14. My opinions regarding the role of women are similar to my mother's.
15. I often ask my mother to assist me in solving my personal problems.

16. I sometimes feel like I am being punished by my mother.

17. Being away from my mother makes me feel lonely.

18. I wish my mother wasn't so overprotective.

19. My opinions regarding the role of men are similar to those of my mother.

20. I wouldn't make a major purchase without my mother's approval.

21. I wish my mother wouldn't try to manipulate me.

22. I wish my mother wouldn't try to make fun of me.

23. Sometimes I call home just to hear my mother's voice.

24. My religious beliefs are similar to my mother's.

25. My mother's wishes have influenced my choice of major at school.

26. I feel that I have obligations to my mother that I wish I didn't have.

27. My mother expects too much from me.

28. I wish I could stop lying to my mother.

29. My beliefs regarding how to raise children are similar to my mother's.

30. My mother helps me make my budget.

31. While I am at home on a vacation, I like to spend most of my time with my mother.

32. I often wish that my mother would treat me more like an adult.

33. After being with my mother for a vacation, I find it difficult to leave her.

34. My values regarding honesty are similar to my mother's.
35. I generally consult with my mother when I make plans for an out of town weekend.

36. I am often angry at my mother.

37. I like to hug and kiss my mother.

38. I hate it when my mother makes suggestions about what I do.

39. My attitudes about solitude are similar to my mother's.

40. I consult with my mother when deciding about part-time employment.

41. I decide what to do according to whether my mother will approve of it.

42. Even when my mother has a good idea I refuse to listen to it because she made it.

43. When I do poorly in school I feel I am letting my mother down.

44. My attitudes regarding environmental protection are similar to my mother's.

45. I ask my mother what to do when I get into a tough situation.

46. I wish my mother wouldn't try to get me to take sides with her.

47. My mother is my best friend.

48. I argue with my mother over little things.

49. My beliefs about how the world began are similar to my mother's.

50. I do what my mother decides on most questions that come up.

51. I seem to be closer to my mother than most people my age.

52. My mother is sometimes a source of embarrassment to me.

53. Sometimes I think I am too dependent on my mother.
54. My beliefs about what happens to people when they die are similar to my mother's.

55. I ask for my mother's advice when I am planning my vacation.

56. I am sometimes ashamed of my mother.

57. I care too much about my mother's reactions.

58. I get angry when my mother criticizes me.

59. I would like to have my mother help me pick out the clothing I buy for special occasions.

60. I sometimes feel like an extension of my mother.

61. When I don't write my mother often enough I feel guilty.

62. I feel uncomfortable getting things for my mother.

63. My attitudes regarding national defense are similar to my mother's.

64. I call my mother when ever anything goes wrong.

65. I often have to make decisions for my mother.

66. I am not sure I could make it in life without my mother.

67. Sometimes I resent it when my mother tells me what to do.

68. My attitudes regarding mentally ill people are similar to my mother's.

69. I like to show my friends pictures of my father.

70. Sometimes my father is a burden to me.

71. Feeling longing if I am away from my father for too long.

72. My idea's regarding racial equality are similar to my father's.

73. My father's wishes have influenced my selection of friends.

74. I feel like I am constantly at war with my father.
76. I blame my father for many of the problems I have.
77. I wish I could trust my father more.
78. My attitudes about obscenity are similar to my father's.
79. When I am in difficulty, I usually call upon my father to help me out of trouble.
80. My father is the most important person in the world to me.
81. I have to be careful not to hurt my father's feelings.
82. I wish that my father lived nearer so that I could visit him more frequently.
83. My opinions regarding the role of women are similar to my father's.
84. I often ask my father to assist me in solving my personal problems.
85. I sometimes feel like I am being punished by my father.
86. Being away from my father makes me feel lonely.
87. I wish my father wasn't so overprotective.
88. My opinions regarding the role of men are similar to those of my father.
89. I wouldn't make a major purchase without my father's approval.
90. I wish my father wouldn't try to manipulate me.
91. I wish my father wouldn't try to make fun of me.
92. Sometimes I call home just hear my father's voice.
93. My religious beliefs are similar to my father's.
94. My father's wishes have influenced my choice of major at school.
95. I feel that I have obligations to my father that I wish I didn't have.
96. My father expects too much from me.
97. I wish I could stop lying to my father.
98. My beliefs regarding how to raise children are similar to my father's.
99. My father helps me make my budget.
100. While I am home on vacation, I like to spend most of my time with my father.
101. I often wish that my father would treat me more like an adult.
102. After being with my father for a vacation, I find it difficult to leave him.
103. My values regarding honesty are similar to my father's.
104. I generally consult with my father when I make plans for an out of town weekend.
105. I am often angry at my father.
106. I like to hug and kiss my father.
107. I hate it when my father makes suggestions about what I do.
108. My attitudes about solitude are similar to my father's.
109. I consult with my father when deciding about part-time employment.
110. I decide what to do according to whether my father will approve of it.
111. Even when my father has a good idea I refuse to listen to it because he made it.
112. When I do poorly in school I feel I am letting my father down.
113. My attitudes regarding environmental protection are similar to my father's.
114. I ask my father what to do when I get into a tough situation.
I wish my father wouldn't try to get me to take sides with him.

My father is my best friend.

I argue with my father over little things.

My beliefs about how the world began are similar to my father's.

I do what my father decides on most questions that come up.

I seem to be closer to my father than most people my age.

My father is sometimes a source of embarrassment to me.

Sometimes I think I am too dependent on my father.

My beliefs about what happens to people when they die are similar to my father's.

I ask for my father's advice when I am planning my vacation time.

I am sometimes ashamed of my father.

I care too much about my father's reactions.

I get angry when my father criticizes me.

My attitudes regarding sex are similar to my father's.

I would like to have my father help me pick out the clothing I buy for special occasions.

I sometimes feel like an extension of my father.

When I don't write my father often enough I feel guilty.

I feel uncomfortable getting things for my father.

My attitudes regarding national defense are similar to my father's.

I call my father whenever anything goes wrong.
135. I often have to make decisions for my father.
136. I am not sure I could make it in life without my father.
137. Sometimes I resent it when my father tells me what to do.
138. My attitudes regarding mentally ill people are similar to my father's.
APPENDIX C

Multiple Affect Adjective Check List
Multiple Affect Adjective Check List

On this sheet you will find words which describe different kinds of moods and feelings. Please circle the words which describe how you feel in general. Some of the words may sound alike but please circle all the words that describe your feelings. Work rapidly.

active  bored
adventurous  calm
affectionate  cautious
afraid  cheerful
agitated  clean
agreeable  complaining
aggressive  contented
alive  contrary
alone  cool
amiable  cooperative
amused  critical
angry  cross
annoyed  cruel
awful  daring
bashful  desperate
bitter  good
blue  good-natured
disagreeable  happy
discontented  healthy
discouraged  hopeless
disgusted  hostile
displeased  impatient
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</tr>
<tr>
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tense
polite
terrible
powerful
terrified
quiet
thoughtful
reckless
timid
rejected
tormented
rough
understanding
sad
unhappy
safe
unsociable
satisfied
upset
secure
vexed
shaky
warm
shy
whole
soothed
wild
willful
wilted
worrying
young
APPENDIX E

Beck Depression Inventory
Beck Depression Inventory

On this questionnaire there are groups of statements. Please read the entire group of statements in each category. Then pick out the statement in that group which best describes the way you feel today, that is right now! Circle the number beside the statement you have chosen. If several statements in the group seem to apply equally well, circle each one. Be sure to read all the statements in each group before making your choice.

A 0 I do not feel sad.
   1 I feel sad.
   2 I am sad all the time and can’t snap out of it.
   3 I am so sad or unhappy that I can’t stand it.

B 0 I am not particularly discouraged about the future.
   1 I feel discouraged about the future.
   2 I feel I have nothing to look forward to.
   3 I feel that the future is hopeless and that things can’t improve.

C 0 I do not feel like a failure.
   1 I feel I have failed more than the average person.
   2 As I look back on my life, all I see is a lot of failure.
   3 I feel I am a complete failure as a person.

D 0 I get as much satisfaction out of things as I used to.
   1 I don’t enjoy things the way I used to.
   2 I don’t get real satisfaction out of anything anymore.
   3 I am dissatisfied or bored with everything.

E 0 I don’t feel particularly guilty.
   1 I feel guilty a good part of the time.
   2 I feel guilty most of the time.
   3 I feel guilty all the time.

F 0 I don’t feel I am being punished.
   1 I feel I may be punished.
   2 I expect to be punished.
   3 I feel I am being punished.

G 0 I don’t feel disappointed in myself.
   1 I am disappointed in myself.
   2 I am disgusted with myself.
   3 I hate myself.
H 0 I don't feel I am any worse than anybody else.
1 I am critical of myself for my weaknesses or mistakes.
2 I blame myself all of the time for my faults.
3 I blame myself for everything bad that happens

I 0 I don't have any thought of killing myself.
1 I have thoughts of killing myself, but I would not carry them out.
2 I would like to kill myself.
3 I would kill myself if I had the chance.

J 0 I don't cry anymore than usual.
1 I cry now more than I used to.
2 I cry all the time.
3 I used to be able to cry, but now I can't cry even though I want to.

K 0 I am no more irritated now than I ever am.
1 I get annoyed or irritated more than I used to.
2 I feel irritated all the time now.
3 I don't get irritated at all by the things that used to irritate me.

L 0 I have not lost interest in other people.
1 I am less interested in other people than I used to be.
2 I have lost most of my interest in other people.
3 I have lost all of my interest in other people.

M 0 I make decisions about as well as I ever could.
1 I put off making decisions more than I used to.
2 I have greater difficulty in making decisions than before.
3 I can't make decisions at all anymore.

N 0 I don't feel I look any worse than I used to.
1 I am worried that I am looking old or unattractive.
2 I feel that there are permanent changes in my appearance that make me look unattractive.
3 I believe I look ugly.

O 0 I can work as well as before.
1 It takes an extra effort to get started at doing something.
2 I have to push myself very hard to do anything.
3 I can't do any work at all.
P 0 I can sleep as well as usual.
 1 I don't sleep as well as I used to.
 2 I wake up one to two hours earlier than usual and find it hard to get back to sleep.
 3 I wake up several hours earlier than I used to and cannot get back to sleep.

Q 0 I don't get more tired than usual.
 1 I get tired more easily than I used to.
 2 I get tired from doing almost anything.
 3 I am too tired to do anything.

R 0 My appetite is not worse than usual.
 1 My appetite is not as good as it used to be.
 2 My appetite is much worse now.
 3 I have no appetite at all anymore.

S 0 I haven't lost much weight, if any, lately.
 1 I have lost more than 5 pounds.
 2 I have lost more than 10 pounds.
 3 I have lost more than 15 pounds.

I am purposely trying to lose weight by eating less
  yes_____ No_____

T 0 I am not more worried about my health than usual.
 1 I am worried about physical problems such as aches and pains; or upset stomach; or constipation.
 2 I am very worried about physical problems and it's hard to think of much else.
 3 I am so worried about physical problems, that I cannot think about anything else.

U 0 I have not noticed any recent change in my interest in sex.
 1 I am less interested in sex than I used to be.
 2 I am much less interested in sex now.
 3 I have lost interest in sex completely.
APPENDIX E

Release Form
Release Form

I, ________________________________, give my permission

(please print name)

for my responses on the following four questionnaires, the
Background Information Questionnaire, the PSI, the BDI,
and the MAACL, to be used as experimental data. I
understand that my answers are confidential and will not
be released for any other purpose. I also understand that
I can withdraw from this experiment at any time without
penalty.

______________________________

(please sign here)
APPENDIX F

Debriefing Information
Debriefing Information

Did you know that depression is a significant mental health problem of college age students that has been estimated to effect 25 percent of that population? It has also been estimated that 33 percent of all college age dropouts suffer serious depression just before leaving school. These statistics are especially impressive when compared to a four to eight percent depression rate in the total population. This study will attempt to examine some of the reasons for such depression in college students.

College students face the task of psychological separation from their parents in the pursuit of an independent adult identity. To achieve an independent adult identity, college students must become somewhat financially self sufficient, form and implement career related decisions, and develop intimate peer relationships. These tasks faced by college students contain an element of loss. Ties with the parents, who have previously been the child's primary support and authority figures, must be increasingly loosened in the pursuit of an adult identity. The loosening of these ties with the parents contains an element of loss and may lead to depression.

Family organization forms along a line which divides the generations of a family into parents and children. The parents form an executive system, which performs the tasks of nurturing, controlling and decision making in the family. The parents also form the primary emotional bond in the family, satisfying each other's need for emotional support, intimacy and sexuality. What happens if the primary emotional bond lies between a parent and a child instead? The college student's emancipation from such a family may be even more difficult, leading to greater depression, because the parent relies on the child for satisfaction of his/her needs. Therefore, the purpose of this study is to determine if a continuum of depression exists in college students. It is hypothesized that least depression is associated in children from families in which the marital relationship is primary, and greater depression is associated in children from families where the primary emotional relationship is formed between a parent and a child. The questionnaires you answered were designed to measure levels of separation from each parent as well as the levels of depression, anxiety and hostility.
If you would like to receive the results of this study, you may write to me at home.

Ilana Albanese Interrante
55775 Harvest Hill, #214
Dallas, Texas 75230

THANK YOU FOR YOUR HELP WITH THIS PROJECT!!!!!!!
APPENDIX G

Distribution of Subjects' Difference Scores
Figure 1. Distribution of subjects' difference scores.

\[ \bar{X} = 12.43 \]
\[ SD = 27.81 \]
REFERENCES


