



# **MEANINGFULNESS AS A PREDICTOR OF INTERGENERATIONAL COMMITMENT**

**MIKHAIL CHAD JANSEN**

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**MEANINGFULNESS AS A PREDICTOR OF INTERGENERATIONAL  
COMMITMENT**

by

**MIKHAIL CHAD JANSEN**

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Dr Salome Human-Vogel

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## DECLARATION

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I, Mikhail Chad Jansen (student number: 04409019) hereby declare that all the resources consulted are included in the reference list and that this study titled:

### **Meaningfulness as a predictor of intergenerational commitment**

is my original work. This thesis was not previously submitted by me for any degree at another university.

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**M. C. Jansen**

**November 2013**



## TABLE OF CONTENTS

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	Page
<b>CHAPTER 1</b>	
<b>INTRODUCTION</b>	
<b>1.1 INTRODUCTION</b>	<b>1</b>
<b>1.2 BACKGROUND TO THE PROBLEM</b>	<b>2</b>
1.2.1 Introduction	2
1.2.2 Risk factors	2
1.2.3 Protective factors	4
1.2.4 Commitment in diverse contexts	5
<b>1.3 PROBLEM STATEMENT</b>	<b>6</b>
<b>1.4 RATIONALE</b>	<b>7</b>
<b>1.5 CONCEPTUAL FRAMEWORK</b>	<b>8</b>
<b>1.6 CONCEPT CLARIFICATION</b>	<b>10</b>
1.6.1 Commitment to the family of origin	11
<b>1.7 AIMS AND OBJECTIVES OF THE STUDY</b>	<b>12</b>
<b>1.8 RESEARCH QUESTION AND HYPOTHESES</b>	<b>12</b>
1.8.1 Primary research question	12
1.8.2 Secondary research questions	12
1.8.3 Hypotheses (two-tailed)	13
<b>1.9 RESEARCH METHOD</b>	<b>14</b>
1.9.1 Research paradigm	14
1.9.2 Research design	14

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1.9.3	Data collection	16
1.9.4	Data analysis	17
<b>1.10</b>	<b>DELIMITATIONS OF THE STUDY</b>	<b>19</b>
<b>1.11</b>	<b>POSSIBLE CONTRIBUTIONS OF THE STUDY</b>	<b>19</b>
<b>1.12</b>	<b>ETHICAL CONSIDERATIONS</b>	<b>19</b>
1.12.1	Informed consent	20
1.12.2	Anonymity	20
1.12.3	Non-maleficence	20
<b>1.13</b>	<b>SUMMARY OF THE CHAPTER AND REPORT OUTLINE</b>	<b>21</b>



	Page
<b>CHAPTER 2</b>	
<b>LITERATURE REVIEW</b>	
<b>2.1 INTRODUCTION</b>	<b>22</b>
<b>2.2 FAMILY FUNCTIONING IN A SOUTH AFRICAN CONTEXT</b>	<b>24</b>
<b>2.3 COMMITMENT</b>	<b>26</b>
2.3.1 Conceptualising commitment	26
2.3.2 Contexts of commitment	27
2.3.3 Perspectives of family well-being	33
<b>2.4 THEORETICAL FRAMEWORK</b>	<b>39</b>
<b>2.5 SUMMARY OF THE CHAPTER</b>	<b>41</b>



## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

<b>3.1</b>	<b>INTRODUCTION</b>	<b>42</b>
<b>3.2</b>	<b>ONTOLOGICAL PARADIGM</b>	<b>42</b>
3.2.1	POSITIVIST PARADIGM	42
<b>3.3</b>	<b>METHODOLOGICAL PARADIGM</b>	<b>42</b>
3.3.1	Quantitative research	42
3.3.2	Survey research	43
3.3.3	Standards of rigor	43
<b>3.4</b>	<b>OBJECTIVES OF THE PRESENT STUDY</b>	<b>45</b>
<b>3.5</b>	<b>RESEARCH DESIGN: PILOT STUDY</b>	<b>45</b>
3.5.1	Sample selection	45
3.5.2	Data collection	46
3.5.3	Data analysis	47
<b>3.6</b>	<b>RESEARCH DESIGN: MAIN STUDY</b>	<b>47</b>
3.6.1	Research questions	47
3.6.2	Research hypotheses (two-tailed)	48
3.6.3	Sample selection criteria	49
3.6.4	Participants	50
3.6.5	Instruments	51
3.6.6	Data collection	53
3.6.7	Data analysis	53
<b>3.7</b>	<b>SUMMARY OF THE CHAPTER</b>	<b>55</b>





## **CHAPTER 4**

### **MAIN STUDY RESULTS**

<b>4.1</b>	<b>INTRODUCTION</b>	<b>56</b>
<b>4.2</b>	<b>RESULTS OF THE MAIN STUDY</b>	<b>56</b>
4.2.1	Scale properties of the Family Commitment Scale (FCS)	56
4.2.2	Exploratory factor analysis	58
<b>4.3</b>	<b>ASSESSING THE NORMALITY OF THE FCS</b>	<b>65</b>
<b>4.4</b>	<b>DESCRIPTIVE ANALYSIS OF MAIN STUDY DATA</b>	<b>68</b>
4.4.1	Descriptive statistics of the sample	68
<b>4.5</b>	<b>HYPOTHESES TESTING</b>	<b>71</b>
4.5.1	Hypothesis 1: Independence of Samples	71
4.5.2	Hypothesis 2: Analysis of Variance	75
4.5.3	Hypothesis 3: Correlations	79
<b>4.6</b>	<b>SUMMARY OF THE CHAPTER</b>	<b>80</b>



**CHAPTER 5**

**DISCUSSION OF RESULTS, CONTRIBUTION, LIMITATIONS AND  
RECOMMENDATIONS**

<b>5.1</b>	<b>INTRODUCTION</b>	<b>81</b>
<b>5.2</b>	<b>DISCUSSION OF MAIN FINDINGS</b>	<b>82</b>
<b>5.3</b>	<b>CONTRIBUTION OF THE STUDY</b>	<b>85</b>
5.3.1	Theoretical contributions	85
5.3.2	Methodological contributions	87
5.3.3	Practical contributions	88
<b>5.4</b>	<b>LIMITATIONS AND CAVEATS</b>	<b>89</b>
<b>5.5</b>	<b>RECOMMENDATIONS FOR FUTURE STUDIES</b>	<b>90</b>
<b>5.6</b>	<b>SUMMARY OF THE CHAPTER</b>	<b>91</b>

<b>REFERENCE LIST</b>	<b>92</b>
<b>APPENDICES</b>	<b>102</b>



## LIST OF TABLES AND FIGURES

---

	Page
Table 3.1: Descriptive statistics of the pilot study sample	46
Table 3.2: Descriptive statistics of the sample (n=204)	50
Table 3.3: Construct items	52
Table 3.4: Meaningfulness items	52
Table 4.1: Item total statistics (Family Commitment Scale)	57
Table 4.2: KMO and Bartlett's test	59
Table 4.3: Initial pattern matrix (seven factor solution)	60
Table 4.4: Family Commitment Scale (FCS) items deleted following factor analysis	61
Table 4.5: Final pattern matrix (five factor solution)	63
Table 4.6: Factor correlations matrix	63
Table 4.7: Reliability analysis	64
Table 4.8: Sex of the sample (n=204)	68
Table 4.9: Age of the sample (n=204)	69
Table 4.10: Highest qualification of the sample (n=204)	69
Table 4.11: Involved in a relationship (n=204)	69
Table 4.12: Description of relationship (n=204)	70
Table 4.13: Parental marital status (n=204)	70
Table 4.14: Description of relationship with parents (n=204)	71
Table 4.15: Mean ranks and test statistics for the family commitment scale (sex)	72
Table 4.16: Mean ranks and test statistics for the family commitment scale (relationship involvement)	73
Table 4.17: Mean ranks and test statistics for the family commitment scale (description of relationship)	74
Table 4.18: Mean ranks and test statistics for the family commitment scale (language)	75
Table 4.19: Mean ranks and test statistics for the family commitment scale (marital status of parents)	76

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Table 4.20:	Mean ranks and test statistics for the family commitment scale (relationship with parents)	77
Table 4.21:	Means and standard deviations for the family commitment scale	79
Table 4.22:	Pearsons correlations for the family commitment scale	79
Figure 1.1:	Conceptual framework for the study	9
Figure 2.1:	Theoretical framework for the study	40
Figure 4.1:	Box plots (Family Commitment Scale)	66
Figure 4.2:	Histograms (Family Commitment Scale)	67
Figure 4.3:	Scatterplots (Family Commitment Scale)	68



## SUMMARY

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*In South Africa's rapidly changing social and cultural context, where family dynamics and relationships are changing just as quickly, it is essential to discover which factors contribute to successful relationships that persist over time. Previous research has utilised the Investment Model Scale (Rusbult, 1980) in order to understand commitment processes and the constructs satisfaction, quality of alternatives and investment have been identified as key determinants of commitment in romantic contexts. In the present study however I investigated the primary research question, "How can commitment be measured in the context of family relationships?" Data collection took place through the Family Commitment Scale (which was adapted from the Investment Model Scale) and a new meaningfulness scale was added in an attempt to explore whether meaningfulness would be a better predictor of family commitment than satisfaction, quality of alternatives and investment. The statistical analyses were conducted with the purpose of examining the research question and hypotheses. The findings of the present study contribute to commitment literature by underlining the utility of the Invest Model Scale in non-romantic contexts and providing an instrument which can reliably measure family commitment. Meaningfulness is also highlighted as a motivational feature behind family commitment processes.*

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### KEY CONCEPTS

- Ⓢ Family commitment
  - Ⓢ Satisfaction
  - Ⓢ Quality of alternatives
  - Ⓢ Investment
  - Ⓢ Meaningfulness
  - Ⓢ Young adulthood
  - Ⓢ Investment Model Scale
  - Ⓢ Family Commitment Scale
  - Ⓢ Meaning Making Model
  - Ⓢ Cross sectional correlational study
-



## CHAPTER 1

### INTRODUCTION

**Meanings are not determined by situations, but we determine ourselves by the meanings we give to situations.**

– A. Adler

#### 1.1 INTRODUCTION

In Alfred Adler's book *What life should mean to you* (1931), he discusses how meaning making is integral to one's sense of identity and how it is directly linked to one's lifestyle. Adler believed that meanings are not determined by our various experiences but rather that we are self-determined by the meanings we give to those experiences (Adler, 1931). Researchers have argued the function of meaning along varying lines, with some describing meaning as a foundational element to an improved quality of life (Seligman, 2002). Others have viewed meaning as having motivational properties (Landau, Greenberg, Solomon, Pyszczynski & Martens, 2006). Meaning has also been discussed as a key function of resilience and optimism (Wong, 2011). Despite these varying viewpoints, researchers seem to be in agreement that meaning is a strong and consistent predictor of psychological well-being (Rathi & Rastogi, 2007). According to Ryan and Deci (2001), well-being is understood from a eudaimonic perspective as being distinct from happiness and is rather an expression of virtue. Meaningfulness is viewed within this tradition as a human endeavour and a central aspect of our daily lives (Rathi & Rastogi, 2007).

Human existence is socially embedded in nature, as people are born into social settings called families (Carlson, Watts & Maniaci, 2006). The family unit is essential because it consists of members who interact with and exert influence over the individual (Guralnick, 2006). Researchers have struggled to describe the concept of the normal South African family life (Holborn & Eddy, 2011). An understanding of what keeps families together and committed is important, given the various social challenges that impact these families (Holborn & Eddy, 2011). Recent research on families (for example, Asonibare & Olowonirejuaro, 2006; Beaujot & Ravanera,



2008) has indicated that a lack of cohesion and family commitment can lead to poor outcomes for children. These outcomes, which manifest in the form of drug dependence, delinquency and emotional difficulties, are described as being detrimental to positive adjustment and well-being. Researchers on commitment, such as Le and Agnew (2003), describe commitment as a long-term orientation characterised by an intention to remain in a relationship. Commitment is therefore viewed as a psychological attachment towards a relationship. However, this view of commitment was conceptualised in the context of romantic relationships and family relationships are different in that they are often more permanent in nature. Thus, I argue that family commitment is not necessarily about an intention to remain in a relationship but rather about an intention to maintain meaningful relationships with one's family of origin. Subsequently, I will explore within the present study the extent to which meaningfulness influences commitment within the family context.

## **1.2 BACKGROUND TO THE PROBLEM**

### **1.2.1 Introduction**

Since the democratic transition of South Africa in 1994, concerns about family health and well-being have been at the centre of many social discussions among the public and policy makers in the country (Amoateng & Heaton, 2007). Former apartheid policies, such as migratory labour and influx control, had a particularly devastating impact on family life and its social and economic circumstances (Amoateng & Heaton, 2007). These policies have resulted in social ills such as poverty, violence, substance abuse and a disintegration of the family system that ranges from absent father figures to child-headed households (Kaldine, 2007).

### **1.2.2 Risk factors**

Regardless of whether people are involved in healthy relationships or not, they invariably come into contact with factors which may threaten the well-being of those relationships (Lydon, Meana, Sepinwall, Richards & Mayman, 1999). South Africa has a number of social issues (such as former political policies, HIV and Aids, violence and poverty) that are related to the context in which families function (Holborn & Eddy, 2011). The former migratory labour system resulted in a



fragmentation of families due to men being forced to seek out work far away from their families and homes, which in turn resulted in children being brought up in absent-father households (Ratele, 2007). The HIV and Aids pandemic continues to plague the South African population and has had a profound effect on family life and relationships in a way that threatens the family as a basic unit of socialisation (Visser, 2007). As a result of the two aforementioned problems, families have become disintegrated and family structures have been affected to such an extent that the country has seen a dramatic increase in the number of single-parent and child-headed households (Visser, 2007). Furthermore, there are many people who live in households facing poverty, which can be characterised by issues such as an inability to provide sufficient food for the family, lack of access to efficient sources of energy and living in overcrowded conditions and in homes that require significant maintenance (Ratele, 2007).

A clear indication of the breakdown in family structures can be seen in the country's divorce and child abuse statistics. Divorce rates often provide the most objective illustration of a breakdown in family structure and commitment (Mooney, Oliver & Smith, 2009). According to Statistics South Africa (2012), the number of granted divorce cases in the country fluctuated over the past decade, with the highest number observed in 2005 (32 484) and the lowest in 2011 (20 980). There is also a disturbing culture of violence within our society (Kaldine, 2007). Holborn and Eddy (2011) argue that families are a key element in the socialising process and if there are disruptions in the home where children are witnessing violence, they may come to believe that such practices are normal. Moreover, while the South African constitution provides strong support for the rights of children, the levels of violence against children in the country remain among the highest in the world (Pawelczyk, 2012). These children tend to be the victims of family violence and/or sexual abuse (Kaldine 2007). Statistics from the SAPS (2012) indicate that there were over 54 000 reported incidents of crimes against children between 2011 and 2012 alone. According to Pawelczyk (2012), this is not even a complete reflection of the problem, as a considerable amount of child abuse continues to go unreported. With so many societal issues impacting on and disrupting the family system in South Africa, I argue that, at present, the family unit may be an unstable context for the development of meaningful relationships.





### 1.2.3 Protective factors

Protective factors facilitate successful coping ability during stressful periods (Black & Lobo, 2008). Trivette, Dunst, Deal, Hamer and Propst (1990) identify commitment as a quality of strong families and have found that strong families demonstrate a profound commitment to the enhancement of each other's health and well-being. Fagan, Van Horn, Hawkins and Arthur (2007) mention that in recent years, research has not only focused on the problems surrounding individuals and families but also the protective factors that make them resilient in the face of adversity. Walsh (2003) provides a family resilience framework in which she focuses on resilience in the family as a unit, as opposed to focusing on individual members of a family as sources of resilience. She identifies three key domains of family functioning and the processes within them, namely family belief systems, family organisation and communicative processes (Walsh, 2003). Family belief systems are important because family members help individuals make meaning of predicaments which subsequently fosters resilience. Family organisation strengthens resilience through family cohesion, flexible structure and social resources. Communication processes enrich resilience through mutual problem solving, open emotional expression and bringing clarity to the problem situation (Walsh, 2003).

The aforementioned protective factors, as well as similar processes such as family cohesion (MacCon, 2007), communication (Black & Lobo, 2008) and positive adult influences (Holborn & Eddy, 2011), have also been identified by other researchers. Steger and Kashdan (2013) have also described how individuals are able to navigate through difficult periods when they are able to stabilise meaning in their lives through durable foundations such as family. Meaning is described as “the perceiving of events through a prism of mental representations of expected relations that organises perceptions of the world. When people's sense of meaning is threatened, they reaffirm alternative representations as a way to regain meaning, a process termed fluid compensation” (Heine, Proulx, & Vohs, 2006, p. 88). I argue that many of these factors that are associated with resilience are also factors that one would reasonably expect to be associated with commitment, as they promote identification with the family unit, meaningfulness and greater cohesion within family relationships.



#### 1.2.4 Commitment in diverse contexts

A considerable amount of research has explored commitment in various settings, including romantic settings (for example, Rusbult & Agnew, 2010; Stanley, Markman & Whitton, 2002) and organisational contexts (for example, Riveros & Tsai, 2011; Friedman & Weissbrod, 2005). Rusbult and Agnew (2010, p. 331–332) define romantic commitment as “the sense of allegiance that individuals develop toward the objects of their dependence”. By contrast, family commitment has been defined as the conscious choice to promote “the well-being and growth of the individual family members as well as that of the family unit” (Trivette, Dunst, Deal, Hamer & Propst, 1990, p. 56). The romantic and organisational contexts tend to embrace what Ryan and Deci (2001) describe as a more hedonic approach to well-being. In other words, these commitments are centred upon subjective happiness and maximisation of pleasure, along with minimisation of displeasure (Diener, Kashdan & King, 2009). Family commitment is different, however, and embraces eudaimonic well-being which is more virtuous in nature and involves pursuing that which is essential and worthwhile (Ryan & Deci, 2001). Hence, romantic and organisational commitments reflect temporary relationships that can be undone, unlike family commitments which are often more permanent in nature.

Research on commitment in romantic relationships has often focused on one particular model of commitment, namely the Investment Model Scale (Rusbult, 1980). Rusbult, Martz and Agnew (1998) conducted several studies in which they attempted to provide empirical support for the use of the Investment Model Scale, a scale designed to measure the four underlying factors of persistence in relationships. These bases included commitment level, satisfaction level, quality of alternatives and investment size. According to this model, the relationship is reinforced by the satisfaction experienced within the relationship (satisfaction) and the investments that have been put into that relationship (investment size). Conversely, the relationship is weakened by any plausible and favourable alternatives which may be present (quality of alternatives). Their findings have not only demonstrated that the Investment Model is high in both reliability and validity (which will be discussed in greater detail in the following chapter) but that they have created an awareness amongst researchers that future research on commitment has to provide better



explanations for persistence than mere positive affect in various types of relationships. Rusbult *et al.* (1998) further argues that the model could be utilised as a means of predicting commitment in other non-romantic contexts (for example, organisational and family contexts). As the focus of the present study is on interpersonal commitment, organisational commitment will not be discussed in detail.

Brickman, Dunkel-Schetter and Abbey (1987) put forward the Family Life Cycle model as a theoretical tool to explain changes in the extent and quality of commitment. The stages in this life cycle are defined in terms of the ages of family members and the crises that they may be faced with at that particular stage. In particular, young adulthood is viewed as the period during which people make the first choices with regards to careers and relationships that will form the basis of adult life. I believe a continued examination of young adults' attitudes toward their family of origin is essential. According to Friedman and Weissbord (2005), young adults who are in their early twenties are in a stage of development similar to Arnett's (2001) "emerging adulthood". Arnett sets this stage at approximately 18 to 25 years of age and describes it as a time of identity exploration. Accordingly, an examination of young adults' attitudes toward family can provide insight into how committed they are to the family unit. I argue that young adults will not commit to something if they do not assign a degree of meaningfulness to it. In other words, young adults make commitments because meaningfulness allows them to believe that life is emotionally worthwhile.

### **1.3 PROBLEM STATEMENT**

Research on commitment in a family context is limited and, as mentioned previously, much of the available literature on commitment focuses primarily on romantic and organisational contexts. Research on romantic and organisational commitment to date has focused on satisfaction, quality of alternatives and investment as key predictors of relationship persistence (Le & Agnew, 2003) but an underlying problem concern is whether family commitment can also be determined by these factors. Internationally, research on Canadian families (for example, MacCon, 2006; Beaujot & Ravanera, 2008) demonstrates that fragile family relationships are associated with poor adult outcomes. Beaujot and Ravanera (2008) investigated how the influence of



family change affected intra-family cohesion. They found that in non-intact families there is often negative experiences for children that extend into early adulthood (for example, behavioural issues and entering into cohabitating relationships). Mac Con's (2006) study indicates that children from less cohesive, low socioeconomic status families are at a higher risk of experiencing a clinically significant emotional disorder in young adulthood. Subsequently, it may be important to gain an understanding of which factors facilitate positive adjustment into young adulthood and which factors influence the decision of young adults to maintain meaningful ties with their families. Furthermore, a review of commitment literature does not appear to indicate any available instruments to measure this intention.

#### **1.4 RATIONALE**

As families form an integral part of society, research on commitment within the context of families is important. The family structure plays a role in developing each family member's sense of self-worth, providing a sense of belonging and providing a safe place in which to make mistakes and to learn from them (Carlson, Watts & Maniacci, 2006). In the present study, I argue that by conceptualising and examining commitment within the context of families, we may be able to gain an improved understanding of how upholding these familial bonds may be beneficial for people entering into young adulthood.

The present study aims to explore commitment within the context of families. While romantic commitment involves a different type of commitment process, in the present study I argue that this Investment Model may be appropriate to understand family commitment as the variables of this model may be pertinent to the familial context. There are several reasons for this. Firstly, this model and its determinants have been employed successfully in three decades worth of research on commitment, albeit in mostly romantic contexts (Le & Agnew, 2003). Additionally, as Le and Agnew (2003) point out, it has had wide ranging success in explaining why some relationships persist, while others do not. Secondly, while the determinants of satisfaction, quality of alternatives and investment may have been developed within the context of romantic relationships (and subsequently may not be deemed fully appropriate within the context of family commitment), findings have demonstrated that the Investment



Model is not exclusively applicable to romantic contexts (Rusbult, Martz & Agnew, 1998). Accordingly, Investment Model research can be extended to exploring other forms of relationships, including family commitment. It should also be noted that these mediating variables of commitment may not be the only determinants of the commitment process (Le & Agnew, 2003). Thus, I argue that understanding how meaningfulness may predict commitment to the family of origin will contribute to a broader and fuller understanding of interpersonal commitment.

Furthermore, there does not appear to be an available instrument for measuring the decision of young adults to maintain meaningful ties with their family of origin. Thus, I argue that it is essential to provide a valid instrument that is able to accurately and consistently measure this motivation, as it may be significant in providing an understanding of how family related factors (such as family well-being, structure, cohesion and general functioning) are possibly related to factors that affect positive adjustment and well-being in adult children.

## **1.5 CONCEPTUAL FRAMEWORK**

According to Miles and Huberman (1994, p. 18), a conceptual framework explains “graphically or in narrative form, the main things to be studied – the key factors, concepts, or variables – and the presumed relationships among them”. Figure 1.1 on the following page provides the conceptual framework for the study.

In the present study, I argue that the context in which families function has an influence on family life in the sense that society presents certain challenges. I have acknowledged these challenges that face modern families as well as the protective factors that one can associate with committed families. Risk factors, such as family violence, poverty, divorce and HIV and Aids, can lead to family breakdown (Holborn & Eddy, 2011; Mooney, Oliver & Smith, 2009). Despite these varying challenges, families are often strengthened and safeguarded by various protective factors that help families remain intact.

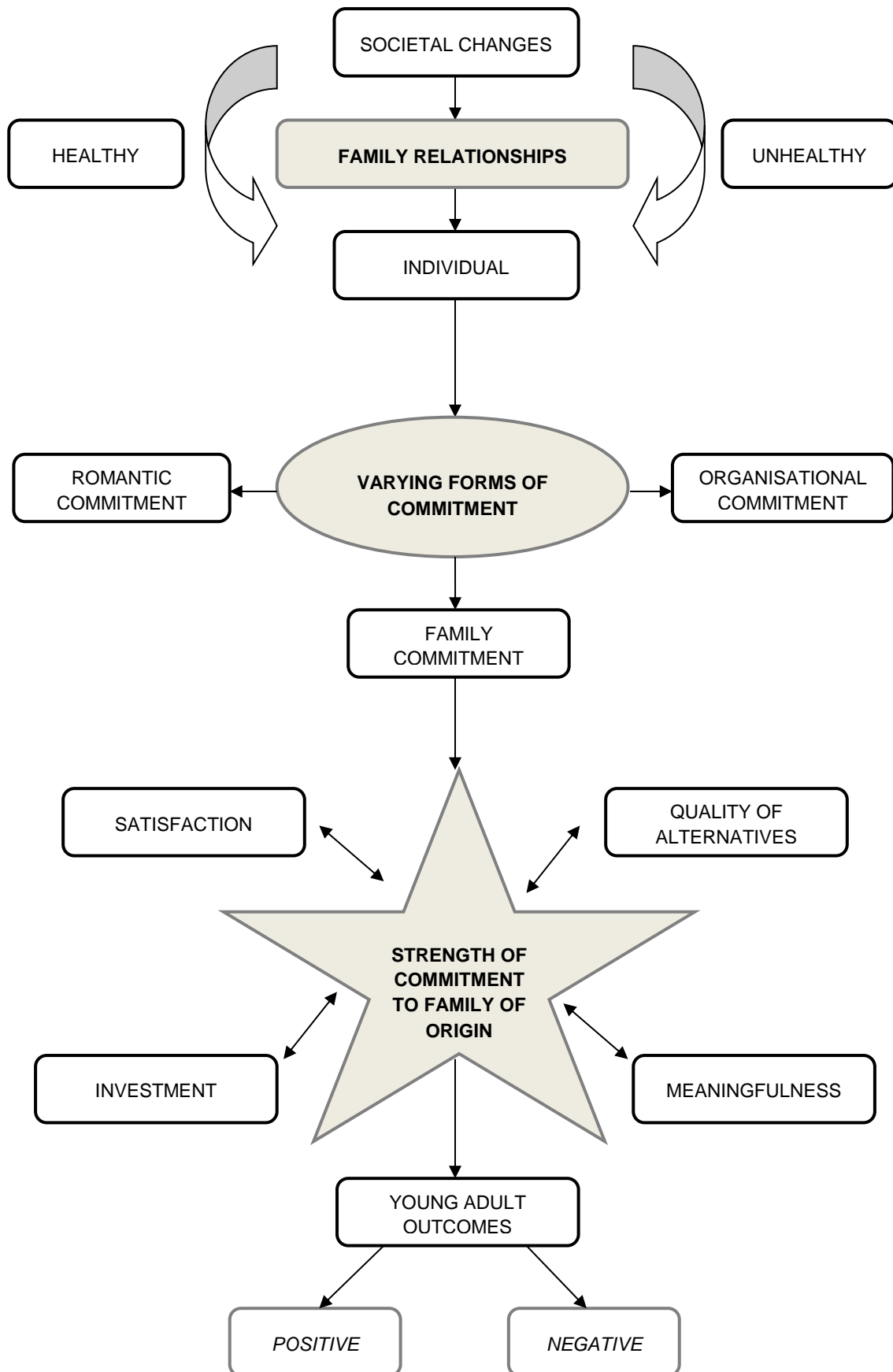


Figure 1.1: Conceptual framework for the study



Amongst other factors, protective factors include family belief systems that allow family members to strengthen their sense of self through the meanings they give to situations, family cohesion, available social resources and emotional sharing with others (Walsh, 2003). As these protective factors promote family identification and meaningful relationships, many of the factors that promote cohesion and help families to remain intact can reasonably also be associated with commitment.

In spite of the above, available literature does not appear to provide a comprehensive conceptualisation of family commitment. As a result, I looked at the Investment Model to see whether or not it could be used to explain commitment within the context of families. The determinants of commitment (satisfaction, quality of alternatives and investment) may not be wholly appropriate for explaining family processes, as family commitment reflects a different type of commitment process to romantic commitment. As such, I also explored literature on meaningfulness to add an additional determinant to the study that I expect will be an important predictor of commitment in a family context.

The literature suggested that in families where there is a lack of family cohesion, problems often develop in childhood that continue into young adulthood (MacCon, 2006; Beaujot & Ravanera, 2008). Young adulthood is a stage of development that can be characterised as a time of change and identity exploration (Friedman & Weissbord, 2005). Thus, an examination of young adults' attitudes toward family can provide insight into how committed they are to the family unit. I argue that young adults will not commit to something if they do not also assign a degree of meaningfulness to it. In other words, young adults make commitments because meaningfulness allows them to believe that life is emotionally worthwhile. In the present study, I shall approach the study from a eudaimonic perspective in attempting to understand family commitment processes. An in-depth literature review on these constructs will follow in Chapter 2 and will serve as a theoretical background for the study at large.

## 1.6 CONCEPT CLARIFICATION

The following descriptions have been provided to assist the reader with clarification:



### 1.6.1 Commitment to the family of origin

For the purposes of the present study, family commitment has been conceptually based upon the Investment Model, which describes three bases of commitment. The hypothesised bases include satisfaction level (CS), quality of alternatives (CA) and investment size (CI). However, based on certain literature, the conceptualisation of commitment has been expanded to include meaningfulness (CM) as an additional predictor. Commitment will involve feelings of satisfaction with the family, the propensity to choose one's family over other competing interests, investment of time and personal resources and perception of one's family as meaningful. The present study will adopt Trivette, Dunst, Deal, Hamer and Propst's (1990, p. 56) definition of **family commitment**, which they define as "the conscious choice to promote the well-being and growth of the individual family members as well as that of the family unit".

**Satisfaction level** refers to a weighing of benefits against costs in order to assess the quality of outcomes (Rusbult & Agnew, 2010). According to Rusbult and Agnew (2010), **quality of alternatives** refers to the perceived desirability of alternatives to the relationship, which may fulfil the most important needs of the individual. The extent to which the alternatives can provide better outcomes may attract the person away from the current relationship and towards the alternative. **Investment size** refers to the level of significance placed on resources that have been put into a relationship which may decline in value in the event of relationship dissolution (Rusbult & Agnew, 2010).

Meaning is described as "the perceiving of events through a prism of mental representations of expected relations that organises perceptions of the world. When people's sense of meaning is threatened, they reaffirm alternative representations as a way to regain meaning" (Heine, Proulx & Vohs, 2006, p. 88). This description of meaning serves as a conceptual framework for the present study. Heine, Proulx and Vohs (2006) further describe how meaning emerges when there is a consistent connection between the self and that which is external to the self. If family members have a coherent sense of identity and if their identity expression is supported in their relationships with others, they will in turn experience those relationships as more





coherent. Thus, family relationships can be meaningful if an individual perceives that relationships with the family of origin allows and supports authentic expression of the individual self. Within the present study, the study of **meaningfulness** will be utilised as a motivational descriptor for family relationships. That is, meaningfulness refers to the extent to which an individual perceives family relationships as meaningful.

## 1.7 AIMS AND OBJECTIVES OF THE STUDY

A pilot and main study shall be conducted as the Family Commitment Scale (an adapted version of the Investment Model Scale) will be introduced and subsequently scale development is required. The aims of the studies will, however, differ. The aim of the pilot study will be to examine the reliability of the adapted Family Commitment Scale and the aim of the main study will be to examine the research questions and hypotheses. More specifically, the objective of the main study will be to examine the predictive utility of meaningfulness as a predictor of level of commitment to the family of origin over and above satisfaction, quality of alternatives and investment.

## 1.8 RESEARCH QUESTION AND HYPOTHESES

### 1.8.1 Primary research question

The primary research question is:

*“How can commitment be measured in the context of family relationships?”*

### 1.8.2 Secondary research questions

The primary research question will be answered by examining the following secondary research questions:

*“What role does satisfaction, quality of alternatives and investment play in explaining level of commitment in a family context?”*

*“Are there variations in the level of commitment due to sex, home language, highest qualification, relationship involvement, description of relationship, parents’ marital status and relationship with parents?”*



“Can meaningfulness provide additional predictive value over and above the other variables to predict level of commitment?”

### 1.8.3 Hypotheses (two-tailed)<sup>1</sup>

- a) *First set of hypotheses:* Comparison of the mean scores of independent subgroups

$$H_0 : \mu_{1,2} = 0$$

Subgroups analysed in the present study (sex, relationship involvement and description of relationship) will not show a statistically significant difference in terms of the study variables, namely commitment level, satisfaction level, quality of alternatives, investment size and meaningfulness.

$$H_1 : \mu_{1,2} \neq 0$$

Subgroups analysed in the present study (sex, relationship involvement and description of relationship) will show a statistically significant difference in terms of meaningfulness, commitment level, satisfaction level, quality of alternatives and investment size.

- b) *Second set of hypotheses:* Comparison of independent groups on scale means

$$H_0: \mu_a = \mu_b = \mu_c$$

There are no statistically significant differences between various subgroups (home language, parents' marital status and relationship with parents) in terms of meaningfulness, and commitment to the family of origin.

$$H_1 : \mu_a \neq \mu_b \neq \mu_c$$

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<sup>1</sup>The significance level for all hypotheses is set at 5% ( $p < 0.05$ )



There are statistically significant differences between various subgroups (home language, parents' marital status and relationship with parents) in terms of meaningfulness and commitment to the family of origin.

c) *Third set of hypotheses:* Correlations between variables

$$H_0 : \rho_{xy} = 0$$

There is no statistically significant relationship between meaningfulness, commitment level, satisfaction level, quality of alternatives and investment size.

$$H_1 : \rho_{xy} \neq 0$$

There are statistically significant relationships between meaningfulness, commitment level, satisfaction level, quality of alternatives and investment size.

## 1.9 RESEARCH METHOD

### 1.9.1 Research paradigm

A quantitative research design aligns itself with the positivist paradigm (Babbie, 2005). A positivist paradigm prescribes objective and “direct observation or measurements of the phenomena” being researched (Krauss, 2005, p. 759). Maree and Pietersen (2007) and Creswell (1994) define quantitative research as a methodical and systematic process to gather numerical data from a sample of the population, whereby results are statistically analysed in order to generalise findings to the population. Quantitative researchers generally formulate testable hypotheses that must include constructs that can be operationalised to be measured numerically.

### 1.9.2 Research design

In the present study, I will employ a cross-sectional correlational research design for the purpose of studying a sample of the population at one particular point in time (Cohen, Manion & Morrison, 2007). This type of research design allows for large-scale sampling, which enables comparison of group means to be compared and is well suited towards the use of surveys. Survey research can be defined as “the assessment of the current status, opinions, beliefs and attitudes by means of using



questionnaires or interviews from a known population” (McMillan & Schumacher, 2001, p. 602). The study will comprise two phases:

- i) a *pilot phase* in which the adapted instrument is piloted
- ii) the *main study* in which the research questions and hypotheses are addressed.

a) Pilot study

As previously mentioned, the aim of the pilot study is to examine the reliability of the adapted Family Commitment Scale (FCS), which was adapted from the Investment Model. In the pilot study ( $N = 111$ ), I will endeavour to develop and enhance the item pool to measure commitment to the family of origin. Data was collected on two occasions over the period of 2009 ( $N = 60$ ) and 2010 ( $N = 51$ ) and will be analysed as part of the pilot phase aim to determine the reliability of the instrument to be used in the main study. Sampling in the pilot study will follow a non-probability convenience sampling method. The criteria for inclusion and exclusion will comprise of participants that have to be young adults between 18 and 25 years of age. The participants for the pilot study will be required to complete a questionnaire consisting of the family commitment and meaningfulness scales. The data analysis of the pilot study will be used for the purpose of assessing the reliability and validity of the Family Commitment Scale. As this scale was adapted from the Investment Model Scale (Rusbult, 1980) in order to study commitment to the family of origin rather than romantic relationships, item analyses shall be employed for the purposes of scale development.

b) Main study

The purpose of the main study is to examine the research questions and hypotheses of the study. More specifically, the objective is to examine the predictive utility of meaningfulness as a predictor of level of commitment to the family of origin over and above satisfaction, quality of alternatives and investment. Sampling in the main study will differ from that of the pilot study. While the sampling procedure that will take place in the pilot study will take the form of convenience sampling, the main study will follow a random cluster sampling method.



### 1.9.3 Data collection

#### a) Sampling design and criteria

The present study will use a procedure called random cluster sampling which Gravetter and Forzano (2009, p. 139) define as follows: “individuals in a population are occasionally clustered into pre-existing groups and a researcher can then randomly select groups instead of selecting individuals”. This sampling procedure can be used whenever well-defined clusters exist within the population under study. Within the present study, the sampling frame will consist of young adults between the ages of 18 and 25 years and who live within Pretoria.

The method of data collection that will be utilised in the present study will involve the use of questionnaires that will be completed anonymously by the participants. Respondents for the study will be approached in a class setting and will then be asked whether or not they would be willing to participate in the study. They will be informed about the purpose of the study, that they will be required to complete a questionnaire and that the questions could elicit an emotional response. Furthermore, the respondents will not be required to provide any identifying information about themselves and will be informed that any emotional responses cannot not be monitored during an anonymous questionnaire (such as the one they will be subjected to). They will also be informed about possible courses of action that could be taken in the event of any form of emotional distress. The administrator of the questionnaire will remain with the participants for the duration of time that the questionnaire is being completed and the same administrator will collect the questionnaire upon completion.

#### b) Instrument

Participants will be requested to complete the Family Commitment Scale (FCS), a questionnaire comprising of twenty-six statements that have been adapted from the Investment Model Scale (Rusbult, 1980). Wording of the original items will be kept intact as far as possible, with only the change of the object of commitment from romantic relationships to family relationships. (Examples for each scale are provided in Table 2 in Chapter 3.)



The FCS contains fifteen items adapted from the Rusbult Investment Model Scale (IMS) and eleven new items. The FCS measures the three determinants of commitment as originally described by Rusbult, Martz and Agnew (1998), namely *Commitment level* (five items), *Satisfaction level* (five items) and *Quality of alternatives* (five items), and an additional determinant, namely *Meaningfulness* (eleven items). All items in the FCS are rated on a six-point Likert Scale ranging from “totally disagree” (1) to “totally agree” (6).

The *Meaningfulness* items that will be used in the present study will be adapted from an instrument developed by my supervisor for a previous study. As the Meaningfulness Scale is newly constructed, it was adapted and piloted in 2010 in order to investigate scale properties before its inclusion in the main study. Other adaptations of the IMS to a teaching context (Nortje, 2010) and community engagement context (Human-Vogel & Dippenaar, 2012) suggest that the model is fairly robust to changes and I expect it also to be the case here. It should be noted that the results of the main study will only be used to make inferences about the sample of respondents used in the present study and will not be used for the purposes of generalising to other populations.

#### 1.9.4 Data analysis

Babbie (2005, p. 414) provides the following explanation of quantitative data analysis:

... the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those very observations reflect.

The present study will yield quantitative data that will be analysed with SPSS. According to Babbie’s (2005) recommendations, the dataset will be prepared by coding the data, doing reverse scoring on the meaningfulness scale and ensuring that all values are entered correctly. After the information has been collected and captured on computer as numbers, the analysis process begins (Maree, 2007), usually with descriptive statistics.



a) Descriptive statistics

Maree (2007, p. 11) describes descriptive statistics as “a collective name for a number of statistical methods that are used to organise and summarise data in a meaningful way”. Descriptive statistics include frequencies, measures of central tendency (such as the mean) and measures of variation (such as standard deviation). The descriptive statistics that were used in the pilot study include reliability coefficients and item analysis (focusing on inter-item correlations and item-total correlations) to ensure that the items function as they are intended to (Cohen, Manion & Morrison, 2007).

The main study will make use of the same descriptive statistics, with the additional inclusion of exploratory factor analysis as a means of exploring previously unknown groupings of variables for underlying patterns (Cohen, Manion & Morrison, 2007). Criteria for identification of factors that will be used include the use of scree plot analysis, eigenvalue – rule, parallel analysis and model fit indices such as chi square and root mean error of approximation (Cohen, Manion & Morrison, 2007).

b) Inferential statistics

The present study will include correlational analysis to investigate hypothesised associations between constructs. Bivariate statistics that can be calculated include parametric-tests and Analysis of Variance (ANOVA) as well as their non-parametric measures, such as Spearman’s rank correlation coefficient (Babbie, 2005). All tests of statistical significance shall be set at  $p = 0.05$  two-tailed. Furthermore, subgroup differences will be investigated by using either parametric tests, such as independent samples t-tests (two groups) or analysis of variance (three or more groups) for normally distributed data, or non-parametric equivalents, such as Mann Whitney U test/Wilcoxon (two groups) or Kruskal-Wallis (three or more groups) (Cohen, Manion & Morrison, 2007). The data shall be inspected for normality and linearity assumptions. Furthermore, multiple regression analyses will be used to test whether meaningfulness can predict level of commitment over and above the other three determinants. These analyses will be used to analyse the extent to which the predictor variables (satisfaction, quality of alternatives, investment and meaningfulness) account for significant variance in the outcome variable (level of commitment).



## **1.10 DELIMITATIONS OF THE STUDY**

The present study aims to focus on young adults and their commitment to their family of origin. Subsequently, in order to access a sufficient number of participants for the study, a random cluster sample will be employed at the University of Pretoria with a population of education students. As a result, the sample may not be generalisable to a broader South African population. Thus, it should be noted that the results of the main study will only be used to make inferences about the sample of respondents used in the present study and will not be used for the purposes of generalising to other populations.

## **1.11 POSSIBLE CONTRIBUTIONS OF THE STUDY**

One of the major gaps in South African research appears to be in the area of family commitment, where literature appears to be very limited, if it exists at all. While international research has traditionally adopted a dyadic view of commitment in the family context, whereby this form of commitment has been looked at in relation to work and/or marital roles, there does not appear to be any available literature which looks specifically into individual family members' commitment to their family as a whole. Based on previous research, there may be a potential significance in examining commitment, not as a dyadic but rather a family-level variable, in that it may yield beneficial findings into how healthy family relationships and commitment could contribute to greater well-being and resilience. The present study may provide valuable insight into the problem, in addition to highlighting which factors appear to mediate young adults' commitments to their families.

## **1.12 ETHICAL CONSIDERATIONS**

Ethical guidelines in research are needed to guard against possible harmful effects of research (Mertens, 1998). Researchers are responsible for maintaining the dignity and welfare of all participants (Whitley, 2002). This responsibility also entails protecting participants from any harm or unnecessary risks that may be inherent in the research procedure. As ethics is integral to the conceptualisation of the study, approval has been obtained from the Ethics Committee at the university where the study will be conducted (see Annexure). Additionally, the various heads of the





departments concerned have provided permission to conduct the research and to approach the lecturers involved in the relevant modules. The lecturers in charge of these modules have also agreed to accommodate the researcher. In the present study, the following ethical considerations will be addressed:

#### 1.12.1 Informed consent

Informed consent can be defined as a norm in which subjects base their voluntary participation in a research study on a complete understanding of all of the possible risks and limitations involved (Babbie, 2005). In the present study, it will be made clear to the participants in the *informed consent phase* (oral and written communication) that the questions that they will be required to answer could elicit emotional responses. The participants will be required to sign a statement (see Annexure) indicating that they are fully aware of any potential risks and choose to participate in the study anyway.

#### 1.12.2 Anonymity

Within survey research, it is of critical importance to ensure that, as a researcher, you are able to protect the participant's interests through the safeguarding of their identity (Babbie, 2005). In the present study, participants will be required to complete an *anonymous* questionnaire, meaning that they will not be required to provide any identifying information about themselves. They will be informed that any emotional responses cannot be monitored during an *anonymous* questionnaire, as in the one they will be subjected to, and thus they will be informed about possible courses of action that they can take in the event of any form of emotional distress. Furthermore, the lecturer of the participating class will not be involved in any way during the data collection process.

#### 1.12.3 Non-maleficence

The researcher should always ensure that participants are not exposed to any undue physical or psychological harm (Leedy & Ormrod, 2005). In the present study, the researcher will endeavour to be respectful and understanding of all participants and while there may not be any participants who will require a debriefing session



following completion of the questionnaire, the researcher will nonetheless provide details for any necessary referral services.

### **1.13 SUMMARY OF THE CHAPTER AND REPORT OUTLINE**

Chapter 1 introduces the present study and details the background and rationale behind it. This chapter also provides concept clarification to assist readers in understanding the content of the present study. Chapter 2 will consist of a review of the literature relevant to my research topic (that is, Commitment and Meaningfulness) and a discussion of my theoretical framework. Chapter 3 will detail the research design and methodology of the present study. This chapter will also discuss the research design, sampling, pilot study, data collection and analysis. Chapter 4 will be linked to Chapter 3 and will report on the main results of the present study. Chapter 5 will begin with a summary of the findings and will end with concluding thoughts about the limitations of the study and recommendations for future research will be made.



## CHAPTER 2

### LITERATURE REVIEW

**Nothing shapes your life more than the commitments you choose to make.**

**– Rick Warren**

#### 2.1 INTRODUCTION

No matter where you travel in the world, diverse cultures from around the globe promote family life (Congress, 2004). Tripp (2009) discusses how family is an imperative part of our daily life and that the manner in which families bond and behave is so powerful that it can even have an influence on societies. Moreover, he points out that growing up in a family that is reasonably healthy in its functioning can promote traditions and values (for example, love, affection and self-confidence). According to Binh (2012), families play an important role in the development of individuals because families are one of the primary socialising institutions in our lives. Various researchers have found that crucial elements in the socialisation process for a child are influenced by their home environment, such as the family's economic circumstances (Kalil & Ryan, 2010), favourable parenting (Patterson & Hastings, 2007), family stability (McLanahan & Beck, 2010) and supportive extended family networks (Hedman, 2013; Stanton-Salazar & Spina, 2003).

Changes in the structure and functioning of families are often studied with the benefit of hindsight and distance (Cigoli & Scabini, 2006). In South Africa's rapidly changing social and cultural context, where family dynamics, roles and relationships are ever changing, it is important to enhance our knowledge on the diversity and complexity of the modern-day family (Pillay, Roberts & Rule, 2006). In particular, I argue that it is essential to discover which specific factors contribute to the propensity of individuals to maintain healthy relationships with their families in adulthood.

In light of the above discussion, it may prove beneficial to gain a further understanding the features that shape family well-being. According to Ryan and Deci (2008), well-being can be understood according to two principal approaches, namely



the hedonic and eudaimonic approaches. The hedonic approach, which has been adopted within previous research on commitment (for example, Rusbult & Agnew, 2010), equates well-being to subjective happiness and satisfaction. The present study by contrast, which focuses specifically on family commitment, adopts a eudaimonic perspective which views well-being as being distinct from happiness. Happiness and well-being are not equated with one another because while the fulfilment of our desires may be experienced as enjoyable, it does not mean that such desires are good for you (Ryan & Deci, 2001). As previously mentioned, meaningfulness is viewed within this tradition as a human endeavour and a central aspect of our daily lives (Rathi & Rastogi, 2007).

In recent years, researchers from various disciplines have focused increased attention on commitment in healthy relationships in various contexts. Researchers have not only attempted to define commitment, but they have developed models that explain commitment in organisational (Friedman & Weissbrod, 2005; WeiBo, Kaur & Jun, 2010), romantic (Rusbult, & Agnew, 2010; Stanley, Markman & Whitton, 2002) and family contexts (Kapinus & Johnson, 2003; Friedman & Weissbrod, 2005). Recent scholarship on commitment seems to draw from Johnson's (1973, p. 395) conceptualisation, in which he describes personal commitment as a "strong personal dedication to a decision to carry out a line of action". According to Bielby (1992), this definition suggests that when an individual identifies with a particular relationship, such as the family of origin, an attachment to a particular outcome is formed which represents the object of that commitment. He further mentions that from an identity perspective, commitment is conceptualised according to personal meaning. Furthermore, when an individual identifies with a role or behaviour, an attachment is initiated and maintained (Bielby, 1992). The implication of Bielby's research (1992) suggests that when the commitment is perceived as meaningful, it contributes to the individual's identity hierarchy.

In the present chapter, the various constructs related to commitment will be discussed. In particular, the construct of meaningfulness, as it relates to commitment to the family of origin, will be discussed. The purpose of this chapter therefore is to establish the theoretical background and framework for the phenomenon under study. Through the conceptualisation of the theoretical background of the



phenomenon under study, I will identify and explore the factors that influence and mediate family commitment.

## 2.2 FAMILY FUNCTIONING IN A SOUTH AFRICAN CONTEXT

According to Stinnett and DeFrain (1985), healthy families can be distinguished from those that function less well by the following traits: strong commitment to the family unit; reciprocal appreciation between family members; quality time together and effective communication.

As early as 1985, researchers (for example, Stinnett & DeFrain, 1985) have studied what constitutes healthy and unhealthy family functioning. Since then considerable research has looked at the dynamics of the family unit, making use of widely known models including the Beavers and McMaster Models (Walsh, 2003). The Beavers Systems Model assesses family competence and style as a means of identifying levels of family functioning (Walsh, 2003). The McMaster Model of Family Functioning however explores family functioning according to six dimensions including problem solving; communication; roles; affective responsiveness; affective involvement and behavioural control (Epstein, Ryan, Bishop, Miller & Keitner, 2003). These models were on the other hand developed in a westernised context and research into the dimensions of healthy family functioning within a South African context appears to be scarce (Zwane, 2004). This is a concern, as researchers (for example, Holborn & Eddy, 2011; Pillay, Roberts & Rule, 2006) have pointed out that various societal factors have negatively affected the way in which South African families have been able to operate on a functional level. Thus, it is important for researchers to understand which factors contribute to healthy family relationships in a South African context.

According to Holborn and Eddy (2011), issues such as poverty, HIV and Aids, violence and the labour control system (that was prominent during the apartheid regime) have all had a profound impact on social development within the country and may very well continue to have a detrimental effect on many families for years to come. Following the end of the apartheid era and the subsequent election of the African National Congress (ANC) into power in 1994, South Africa began to see an



increase in urbanisation due to the collapse of the labour control system (Reed, 2007). The labour control system had forced a considerable amount of men to leave their families in the homelands in order to seek work in the cities and, subsequently, many children grew up in homes where only one parent was present (Holborn & Eddy, 2011). Reed (2007) mentions that this increase in urbanisation has greatly influenced both social institutions (that is, families, friends, churches and communities) and social networks (that is, social bonds that exist between groups and individuals). Through the removal of community support organisations and the implementation of the labour control system as means of keeping families (in particular black families) apart, the apartheid regime placed these institutions and networks under considerable pressure for many years (Pillay, Roberts & Rule, 2006).

Over the past two decades, South African families have had to adapt to a process of transformation, as communities throughout the country continue to experience rapid changes, not only in the form of increased urbanisation, but also with regards to the country's ever-growing cultural diversity and varying family structures (Pillay, Roberts & Rule, 2006). According to Holborn and Eddy (2011), contemporary family life has taken on several different forms, which often only show a fleeting resemblance to the traditional nuclear family of decades past. Remarried couples, same-sex parents, single-parent households and dual-earner households have all become more acceptable family structures (Pillay, Roberts & Rule, 2006). The concept of the nuclear family has seldom provided an adequate understanding of families in rural areas in particular, as such families are often described as being comprised of extended family members and caregivers (Holborn & Eddy, 2011).

As a result of the HIV and Aids pandemic, many single-parent and even child-headed households (for children who have been left orphaned due to the disease) have increasingly become the norm, particularly within rural areas (Pillay, Roberts & Rule, 2006). According to a report by Statistics South Africa (2012, p. 28), HIV and Aids has "impacted the percentage of African children who are maternal orphans. ... [E]ven earlier, [the disease] led to increased fosterage of young African children while their mothers were alive but ill". Furthermore, the report indicates that relatives have taken over almost all of the care of fostered and orphaned African children. In addition to HIV and Aids, the issue of poverty has also threatened the



healthy functioning of families, as it contributes to family conflict, homelessness and even an increasing number of single-parent households (Ratele, 2007).

While there is research concerning families in the areas of family structure (for example, Cancian & Reed, 2009; Stacey & Biblarz, 2001), diversity (for example, Patterson & Hastings, 2007; Pillay, Roberts & Rule, 2006) and resilience (for example, Moss, 2010; Black & Lobo, 2008) there appears to be limited research in the area of family commitment and the factors associated with it. Research concerning the factors that contribute towards maintaining healthy family relationships (such as family cohesion, satisfaction, and even obligation) is foundational to the conceptualisation of commitment within the present study and may prove essential in gaining a more complete picture of family functioning.

## 2.3 COMMITMENT

### 2.3.1 Conceptualising commitment

Over the past few decades, a substantial amount of research has been geared towards the study of commitment (for example, Joel, MacDonald & Shimotomai, 2011; Etcheverry & Le, 2005; Finkel, Campbell, Buffardi, Kumashiro & Rusbult, 2009; Johnson, 1973). While the concept of commitment is intuitively understood by most people, an extensive review of available research on commitment (related to family, romantic and organisational contexts) has presented the difficulty in defining the construct of commitment itself (Le & Agnew, 2003). Many researchers have attempted to define commitment, while others have attempted to distinguish between different types of commitment as well (Etcheverry & Le, 2005).

In earlier research on romantic commitment, Johnson (1973) conceptualises commitment as having two distinct meanings. Firstly, there is *personal commitment*, which is defined as “a strong personal dedication to a decision to carry out a line of action” (Johnson, 1973, p. 395). That is, one is committed to the extent that a given role provides one with a sense of identity and meaning (Bielby & Bielby, 1989). Secondly, *behavioural commitment* is defined as “those consequences of the initial pursuit of a line of action which constrain the actor to continue that line of action” (Johnson, 1973, p. 397). It appears that the majority of contemporary research on



commitment, including research within organisational and family contexts, applies the former definition related to personal commitment. Similar to Johnson's (1973) conceptualisation of commitment, Stanley and Markman (1992) also differentiate between two forms of romantic commitment. *Personal dedication* refers to "the desire of an individual to maintain or improve the quality of his or her relationship for the joint benefit of the participants" (Stanley & Markman, 1992, p. 595). Alternatively, *constraint commitment* refers to "forces that constrain individuals to maintain relationships, regardless of their personal dedication to them" (Stanley & Markman, 1992, p. 595).

Despite varying models being offered to account for romantic commitment, Etcheverry and Le (2005, p. 103) mention that the majority of these models "assume that the intent to continue with or dissolve a relationship is a function of those factors drawing one toward the partnership, in conjunction with influences moving the individual away from the partnership. ... [C]ommitment is the degree that the attracting powers overwhelm the repelling forces". Additionally, a considerable number of studies within the area of romantic commitment favour the Investment Model perspective (Rusbult, 1980) which has characterised commitment as "an intent to remain in a relationship, a psychological attachment to a partner and a long-term orientation towards the partnership" (Le & Agnew, 2003, p. 38). Studies have also demonstrated associations between romantic commitment with variables such as gender issues (Truman-Schram, Cann, Calhoun & Van Wallendael, 2000), social networking (Brummett, 2010; Agnew, Loving & Drigotas, 2001), cognition (Arriaga & Agnew, 2001) and willingness to sacrifice (Etcheverry & Le, 2005).

### 2.3.2 Contexts of commitment

#### a) Organisational commitment

Over the past three decades, a number of researchers have studied the conceptualisation of organisational commitment (for example, Chughtai & Zafar, 2006; Cole & Bruch, 2006; Singh, Gupta & Venugopal, 2008). Along with the varying definitions of commitment mentioned previously, comes a vast array of definitions regarding organisational commitment. Mowday, Steers and Porter (1979)<sup>2</sup> have defined organisational commitment as a "multi-dimensional concept embracing an

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<sup>2</sup> As cited in Singh, Gupta and Venugopal (2008, p. 57–58)





employee's desire to remain in an organisation, willingness to exert effort on its behalf and belief in and acceptance of the values and goals of the organisation". Allen and Meyer (1990, p. 14) have also described this type of commitment as "a psychological state that binds the individual to the organisation". Meyer and Herscovitch (2001, p. 311) mention that all of the varying definitions for organisational commitment appear to refer to "a force that binds an individual to a course of action". They further argue that organisational commitment can be conceptualised as both the affective attachment to and participation within the organisation in which the individual has been employed (Meyer & Herscovitch, 2001, p.311).

Perhaps the most significant model within research on organisational commitment is Meyer and Allen's (1990) Three Component Model of Commitment. According to Meyer, Stanley, Herscovitch and Topolnytsky (2002, p. 21), this model distinguishes between three forms of organisational commitment, namely *affective* commitment, *continuance* commitment and *normative* commitment. *Affective* commitment is "an emotional attachment to, identification with, and involvement in the organisation"; *continuance* commitment is "the perceived costs associated with leaving the organisation"; *normative* commitment is the perceived obligation to remain in the organisation. Various studies on organisational commitment have explored its associations with variables such as job satisfaction and job involvement (Meyer & Allen, 1997), but recent studies have also begun to explore this form of commitment in relation to work-family stress (Friedman & Weissbrod, 2005). Within the present study, however, the central focus remains on commitment within a family context and the factors that influence people to maintain interpersonal relationships in the long term.

#### b) Romantic commitment

One of the most significant attempts to integrate various research findings into a more general theory of commitment comes in the form of the Investment Model proposed by Rusbult (1980). According to Rusbult (1980), the Investment Model attempts to predict the degree of commitment to various types of relationships (for example, romantic and business relationships) that vary in both length and involvement. The development of the Investment Model was largely grounded in the



Interdependence Theory of Kelly and Thibaut (1978). This theory hypothesises that (romantic) relationships persist when the possible outcomes of the relationship are perceived as being satisfying (Le & Agnew, 2003). Additionally, an experience of co-dependence emerges as soon as the individuals begin to play a role in the extent to which their partner's favoured outcomes are achieved (Le & Agnew, 2003). This theory appears to suggest that well-being within (romantic) relationships can be understood from a hedonic perspective, which equates well-being to subjective happiness and the experience of pleasure (Ryan & Deci, 2008).

Rusbult (1983) notes that the Investment Model, similar to that of the Interdependence Theory, makes an important distinction between commitment and satisfaction, two salient facets of relationships. She explains that commitment can be defined as "the tendency to maintain a relationship and to feel psychologically attached to it", while satisfaction refers to "positivity of affect or attraction to one's relationship" (Rusbult, 1983, p. 101). According to this model, the decision to stay in or leave a relationship is mediated by commitment level, thus individuals who are motivated to stay involved in a relationship should also experience some level of psychological attachment that is independent of satisfaction. While the Investment Model hypothesises that as satisfaction increases so does commitment to remain involved in the relationship, it should however be mentioned that this model also proposes quality of alternatives and investment size as two additional variables (Rusbult, 1983).

A great deal of literature (for example, Rusbult, 1980; Rusbult, Martz & Agnew, 1998; Le & Agnew, 2003; Etcheverry & Le, 2005) has indicated that there are three bases of commitment that influence commitment in different ways. As previously mentioned, it has been hypothesised that one becomes more committed to a relationship when there is a high *satisfaction level* experienced in it. In other words, if one perceives the relationship as being enjoyable and satisfying, one will feel more committed to the relationship. According to Cox, Wexler, Rusbult and Gaines (1997), commitment may also be weakened by a perceived *quality of alternatives* to that relationship. In much the same way that the establishment of satisfaction is influenced by rewards and costs, the same too can be said for the establishment of alternatives. Quality of alternatives refers to the extent to which one perceives that



other relationships can better satisfy one's relational needs. To put it another way, if an individual is reasonably unhappy in a particular relationship and prefers to spend time with friends, that person will be less committed to remaining in the relationship. Thus, quality of alternatives presents an inverse relationship to commitment level. Finally, when *investment size* is high, commitment to the relationship is enhanced (Cox, Wexler, Rusbult & Gaines, 1997). Investment refers to the extent to which resources have been put into the relationship. For example, if a person invests a great deal of time, effort or material possessions into a relationship, then they will feel more committed to the relationship.

Rusbult, Martz and Agnew (1998) conducted several studies in which they attempted to provide empirical support for the use of the Investment Model Scale. Their literature review revealed that there was no research that empirically investigated the use of an instrument for measuring commitment processes in the context of romantic relationships. Rusbult, Martz and Agnew (1998) utilise interdependence theory as a framework for conceptualising commitment, which provides a basis for the experimental approach that they advocate here. Their findings have not only demonstrated that the Investment Model is high in both reliability and validity (varying between alphas which ranged from 0.91 to 0.95 for commitment level, 0.92 to 0.95 for satisfaction level, 0.82 to 0.88 for quality of alternatives and 0.82 to 0.84 for investment size across several studies), but they have created an awareness amongst researchers that future research on commitment has to provide better explanations for persistence in various types of relationships rather than mere positive affect.

Research utilising the Investment Model in order to explore romantic commitment has also demonstrated associations between this form of commitment and other variables. Etcheverry and Le (2005) conducted a study which endeavoured to examine the cognitive aspects of commitment. More specifically, the study examined "the accessibility of relationship commitment as a moderator of the association between commitment and relationship persistence" (Etcheverry & Le, 2005, p. 103). This study was conducted because there was a gap in literature on possible moderators of the associations between commitment and relationship variables (such as relationship persistence). Etcheverry and Le (2005) assert that



understanding these moderators affords the opportunity to make better predictions concerning under what conditions commitment will be influential within relationships. In their study, they suggest accessibility<sup>3</sup> as a possible moderating variable. Their findings supported their hypothesis that the accessibility of commitment would moderate the association between commitment and relationship persistence, thus, there definitely appears to be evidence for a strong cognitive component to commitment. This finding provides additional support to conceptualisations of commitment which describe commitment as a conscious choice (Trivette, Dunst, Deal, Hamer & Propst, 1990) or intention (Johnson, 1973)<sup>4</sup>.

The majority of studies to date that have utilised the Investment Model Scale to assess commitment in a relational context have been mostly dyadic in nature. The limited use of this scale within other contexts, such as the organisational and family context, has yet to be explored fully. Le and Agnew (2003), in their meta-analysis of Investment Model research, argue that findings have demonstrated that the model is not exclusively applicable to interpersonal contexts, but may be applied to alternate contexts such as job commitment, decision making and persistence to hobbies. Thus, extending Investment Model research to explore other forms of relationships (such as organisational and family commitment) will “expand the utility of the model” in other contexts and may provide researchers with “additional insights into the factors associated with interpersonal commitment” (Le & Agnew, 2003, p. 54).

#### c) Family commitment

Family members’ commitment to their family of origin is distinctly evident in the amount of energy that they invest in the family (Stinnett & De Frain, 1989). This context of commitment is particularly interesting if one considers that most people must learn to balance their own independence with a “sense of connection with their families” (Cigoli & Scabini, 2006, p. 160). As previously mentioned, it should be noted that commitment to family certainly is more complex than romantic relationships by virtue of the fact that family relationships, unlike romantic relationships, are permanent.

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<sup>3</sup> “A measure of the likelihood that a cognitive construct will be retrieved quickly or even automatically from memory” (Etcheverry & Le, 2005, p. 104)

<sup>4</sup> It should be noted, however, that intentions do not appear to have the long-term stability that commitments provide. Additionally, commitments seem to transcend situations whereas intentions are typically situationally bound (Johnson, 1973).



Friedman and Weissbord (2005) discuss that young adults who are in their early twenties (particularly those who are not yet in the work force) are in a stage of development similar to what Arnett (2001) described as “emerging adulthood”. This stage of development is set at approximately 18 to 25 years of age and the primary task of this stage involves “the individual coming to terms with their family of origin” (Walsh, 2003, p. 384). Additionally, completion of this stage requires the young adult to separate and move on from the family without cutting any emotional bonds. It is a chance for the individual to engage in a process of self-differentiation and form personal life goals before considering forming a new family system (Walsh, 2003, p. 384). This stage of development is characterised as both a period of change and identity exploration (Walsh, 2003), thus, an examination of young adults’ attitudes toward family can provide insight into present-day culture and how committed they are to their family of origin. Given the centrality of identity associated with commitments in young adulthood and the lack of existing literature on commitment as it relates to this stage of development, the present study will also seek to explore family commitments as it relates to young adulthood.

Bielby (1992) maintains that, from an identity perspective, commitment is conceptualised according to personal meaning. Thus, when an individual identifies with an element of the external world, such as a role or behaviour, an attachment is then formed and sustained. The centrality here of identity implies that the person experiences the commitment as meaningful (Bielby, 1992). According to Stryker (1981), identity then comes to the fore, which alters behavioural consistency in lines of action. The implication of this conceptualisation of commitment is that it emphasises identity investment and personal meaning as important in sustaining commitment. In light of this information and given that family relationships are different to romantic relationships, *meaningfulness* has been hypothesised as a relevant construct in addition to the Investment Model. The construct of meaningfulness will be explored in the following section.

In the present study, I argue that this model may be an appropriate model for understanding family commitment, as the variables of this model may be pertinent to the familial context. There are several reasons for this. Firstly, the Investment Model and its determinants have been employed successfully in three decades worth of



research on commitment, albeit in mostly romantic contexts. Additionally, it has had wide-ranging success in explaining why some relationships persist, while others do not. Given that family relationships are permanent by comparison, it is important to note that the model may still remain appropriate in that the three determinants are still expected to be relevant to the family context (although these may not be the only determinants as one can still have meaningful relationships with family members though they may not always be satisfying).

Secondly, while the determinants of satisfaction, quality of alternatives and investment may have been developed within the context of romantic relationships and subsequently may not be deemed fully appropriate within the context of family commitment, findings have demonstrated that the Investment Model is not exclusively applicable to romantic contexts (Le & Agnew, 2003). Thus, Investment Model research may be extended to exploring other forms of relationships.

### 2.3.3 Perspectives of family well-being

Trivette, Dunst, Deal, Hamer and Propst (1990, p. 56) put forward the following definition of family commitment: “the conscious choice to promote the well-being and growth of the individual family members as well as that of the family unit”. They identify commitment as a quality of strong families and found that strong families demonstrate a profound commitment to the enhancement of each others’ health and well-being.

According to Ryan and Deci (2008), the concept of well-being has been around since Aristippus, a Greek philosopher in the fourth century B.C. Modern research into well-being has tended to focus on what is meant by it and utilises two philosophical approaches, hedonism and eudaimonics, to achieve this task. Following a hedonic approach, well-being can be described as consisting of “subjective happiness and [is concerned with] the experience of pleasure versus displeasure, broadly construed to include all judgements about the good and bad elements of life” (Ryan & Deci, 2001, p. 144). Conversely, eudaimonism “is the belief that well-being consists of fulfilling or realising one’s daimon or true nature” and defines well-being as performing optimally in one’s life (Ryan & Deci 2001, p. 143). In contrast to the hedonic viewpoint,



eudaimonics focuses on psychological well-being, which is defined more broadly in terms of the fully-functioning person (Ryan & Deci, 2008) and as happiness plus meaningfulness (McGregor & Little, 1998). As previously mentioned, the present study adopts a eudaimonic perspective in attempting to understand well-being and family commitment. Thus, well-being is understood within this study as being distinct from happiness and better represented as an expression of virtue in the form of meaningfulness.

a) Conceptualisations of meaning

For as long as people have been alive, humans have been meaning makers (Adler, 1931). It is a seemingly innate feature of human nature to assign meanings to situations and, as argued by Van Tongeren and Green (2010), it appears certain that meaning is a central feature of social life. Subsequently, our daily lives are filled with innumerable meanings. In light of this, it is evident that there is a complexity to the construct of meaning for which there is no straightforward account. Wong (2012) mentions that this is because it extends into all spheres of our daily life, including the biological, psychological, social and spiritual. Consequently, only a “holistic approach can provide a comprehensive picture of meaningful living” (Wong, 2012, p. 3).

Over the past few decades, a number of researchers have studied the conceptualisation of meaning (for example, Heine, Proulx & Vohs, 2006; Landau, Greenberg, Solomon, Pyszczynski & Martens, 2006; Proulx & Heine, 2008; Seligman & Csikszentmihalyi, 2000; Steger, 2012; Wong, 2011; Wong, 2012). Their research has seen meaning conceptualised on varying levels. The function of meaning has been argued, by some researchers, to be a motivation aimed at subduing the existential anxiety that arises from the awareness of one’s inevitable mortality (Landau, Greenberg, Solomon, Pyszczynski & Martens, 2006), while others have defined it as a mental representation of expected relationships which bind aspects of the self to the external world (Heine, Proulx, & Vohs, 2006; Proulx & Heine, 2008).

Some researchers have also emphasised positive experiences and meaning as foundational elements to an improved quality of life (Seligman, 2002; Seligman & Csikszentmihalyi, 2000) and have conceptualised meaning as a key function in



well-being, resilience, and optimism (Wong, 2011). Despite these varying definitions of meaning throughout the field, there seems to be uniformity amongst researchers regarding the fundamental importance of meaning from a eudaimonic perspective.

In recent years, several psychological models in particular have offered accounts for the importance of meaning. Wong (2012) mentions that from a positive psychology perspective, positive affect and personal strengths are what make life worth living. From this perspective, he further suggests that building positive feelings, even during the most ordinary and routine activities, can help to construct an overall sense of meaning. In conceptualising a framework for positive psychology and authentic happiness, Seligman (2008) posits that happiness could be analysed in terms of three more quantifiable constructs, namely positive emotion, engagement and meaning, all of which he asserts have repeatedly been found to be salient elements to both mental health and life satisfaction.

Integrative perspectives of meaning have asserted that an understanding of meaning requires an integration of positive and negative experiences (Wong, 2012). Antonovsky (1987) attempts to assess meaningfulness in terms of a coherence framework, which he conceptualised as a construct that makes life emotionally worthwhile. Furthermore, he argues that when a situation is perceived as meaningful, it enables one to feel confident enough to invest in and commit to that situation (Antonovsky, 1987). Within this framework, when a person assigns a degree of meaningfulness to something, any presenting difficulties are perceived as opportune challenges as opposed to troublesome burdens you would prefer to be rid of (Antonovsky, 1987; Flensburg- Madsen, Ventegodt & Merrick, 2005). Thus, the disposition of the individual appears to play an important role in how he or she perceives their daily experiences. Steger (2012) offers a perspective which focuses on the interaction between cognition and purpose. He asserts that the purpose aspect of meaning inherently contains an existential aspect.

One of the most significant theoretical models in this field concerns the Meaning Maintenance Model (MMM) proposed by Heine, Proulx and Vohs (2006). This model promotes the notion that meaning may be an underlying mechanism for a wide array of psychological motivations, such as self-esteem and certainty. As previously





mentioned, Bielby (1992) discusses that, from an identity perspective, commitment is conceptualised according to personal meaning. Furthermore, when an individual identifies with a role or behaviour, an attachment is initiated and maintained (Bielby, 1992). This implies that when the commitment is perceived as meaningful, it contributes to the individual's identity hierarchy.

Within the present study, the concept of *meaningfulness* will be utilised as a motivational descriptor for family relationships. That is, meaningfulness will be used to refer to the extent to which an individual perceives family relationships as meaningful. I argue that family relationships can be meaningful if an individual perceives that those relationships both allow and support authentic expression of the individual self.

#### b) The Meaning Maintenance Model

Heine, Proulx and Vohs (2006) argue that meaning is what connects the people, places and things that surround us. In particular, people rely so heavily on “relational structures” in order to make sense of the events in their lives that problems often ensue when these structures prove inadequate (Heine, Proulx & Vohs, 2006). Heine, Proulx and Vohs (2006, p. 92) further explain that “humans’ need for stable relational frameworks requires that they respond to actual or potential fears in a meaning framework with attempts to rebuild other frameworks”. As a matter of fact, when people are confronted with a challenge to their sense of meaning, they often attempt to strengthen their relationships with others.

Utilising a meaning framework, Heine, Proulx and Vohs (2006) propose that all people possess the basic need “to maintain viable mental representations of expected relationships, that is, meaning. Anything that challenges one’s sense of meaning will lead to efforts to construct or affirm different frameworks of meaning.” This reaffirmation of intact meaning frameworks takes place through a process of fluid compensation.<sup>5</sup>

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<sup>5</sup> This is a model that asserts that disruptions to meaning frameworks are countered by reaffirming those frameworks which remain intact (Heine, Proulx & Vohs, 2006).



Heine, Proulx, and Vohs (2006) use the (MMM) to make three central claims:

- i) meaning is what connects people, places, objects and ideas to each another in expected ways
- ii) people possess an inherent need to identify and construct mental representations of expected relationships between people, places, objects and ideas
- iii) disruptions to meaning frameworks result in people re-establishing differing frameworks.

The assertion that meaning may be an underlying mechanism for an extensive assortment of psychological dispositions may provide evidence of a process which underlies the disposition of commitment (Heine, Proulx & Vohs, 2006).

As previously mentioned, the MMM (Heine, Proulx & Vohs, 2006) suggests that threats to meaning lead people to reaffirm alternate frameworks of meaning. In a recent study conducted by Tullett, Prentice, Teper, Nash, Inzlicht and McGregor (2013) mention that once a disruption to our sense of meaning occurs, our brains act to compensate for the inconsistency. These researchers also identify motivation as an essential element in the process and distinguish between the two types of motivation that people experience, namely approach and avoidance. According to Tullett *et al.* (2013, p. 8), “approach motivation incorporates elements of goal-pursuit, behavioural activation and sensitivity to reward, while avoidance motivation is characterised by withdrawal, behavioural inhibition and sensitivity to punishment”. When motivation takes over, following the initial disruption, it allows us to refocus our attention on addressing the inconsistency by modifying our beliefs and/or goals.

Heine and Proulx (2006) propose that reaffirming frameworks of meaning, in response to threats, occurs through a process of fluid compensation and that this compensation can be identified in four primary domains of meaning, namely self-esteem, sense of certainty, symbolic immortality or feeling of belonging. Firstly, threats to meaning can lead to individuals attempting to boost their self-esteem. This enables individuals to perceive themselves as more capable which, in turn, can instil a sense of meaning (Heine & Proulx, 2006). Secondly, when uncertainty is present, it disrupts the internal consistency of our framework for expected relationships (Heine & Proulx, 2006). In other words, feelings of uncertainty can create disruptions in our



sense of meaning. The third source concerns symbolic immortality, whereby an individual is confronted with their mortality and compensates for this by trying to achieve symbolic immortality. This symbolic immortality can take the form of trying to rationalise one's life as being fundamental to some long-term cause (Heine & Proulx, 2006). The final source of threats to meaning lies in our affiliate needs. Humans are social beings and our affiliation with other people is a fundamental need. Thus, when our sense of meaning comes under threat, we may attempt to strengthen our relationships with others (whether romantic or family).

c) Meaningfulness and family commitment

Research on family commitment has shown how this area forms a salient part of an individual's identity and well-being (for example, Chalofsky & Krishna, 2009). From an identity perspective, commitment is conceptualised according to personal meaning. Furthermore, when an individual identifies with a role or behaviour, an attachment is initiated and maintained (Bielby, 1992). This implies that when the commitment is perceived as meaningful, it contributes to the individual's identity hierarchy. As previously mentioned, well-being can often be understood in relation to either a hedonic or eudaimonic approach (Ryan & Deci, 2008). The present study will examine the construct of meaningfulness as it relates to the eudaimonic dimension of commitment to the family of origin. In other words, the study examines whether meaningfulness is at least as important, or perhaps even more so, than satisfaction in maintaining commitment. Commitments sometimes have to be maintained in times of little satisfaction (Human-Vogel, 2013) and meaningfulness may be one of a limited set of constructs that can explain why we do not abandon our commitments. Furthermore if a commitment contributes to your identity hierarchy, it may also help to explain why people who consider abandoning a commitment never do so without thoughtful consideration.

Heine, Proulx and Vohs (2006, p. 88) describe meaning as "the perceiving of events through a prism of mental representations of expected relations that organises perceptions of the world. When people's sense of meaning is threatened, they reaffirm alternative representations as a way to regain meaning — a process termed fluid compensation." Their description of meaning and their MMM serve as a conceptual framework for the present study. As previously mentioned, the study of



*meaningfulness* will be utilised as a motivational descriptor for family relationships within the present study. That is, meaningfulness refers to the extent to which an individual perceives family relationships as meaningful.

Within the present study, I argue that meaningfulness (as a specific aspect of meaning) may be able to predict additional variance in the level of commitment, over and above investment. The reason for this is that it implies a different kind of emotional connection, one that allows for the fact that family relationships can be maintained, even in the absence of satisfaction. Furthermore, the present study will seek to measure the extent to which meaningfulness can motivate people to commit.

## **2.4 THEORETICAL FRAMEWORK**

The framework presented in Figure 2.1 represents the theoretical relationships between the variables that are expected to mediate commitment to the family of origin, namely satisfaction, quality of alternatives, investment and meaningfulness.

According to the framework:

- i) Individuals who experience a greater satisfaction with a family involvement should increase commitment to maintain a healthy connection to the family of origin, despite independence from the family of origin;
- ii) Young adults with quality of alternatives to the family of origin should be less committed to maintaining a healthy connection to their family;
- iii) Individuals who have invested heavily in their family of origin will most likely be more committed to maintaining healthy family relationships;
- iv) Young adults who experience their family as meaningful should increase commitment to maintain healthy connections to the family of origin, despite independence from the family of origin.

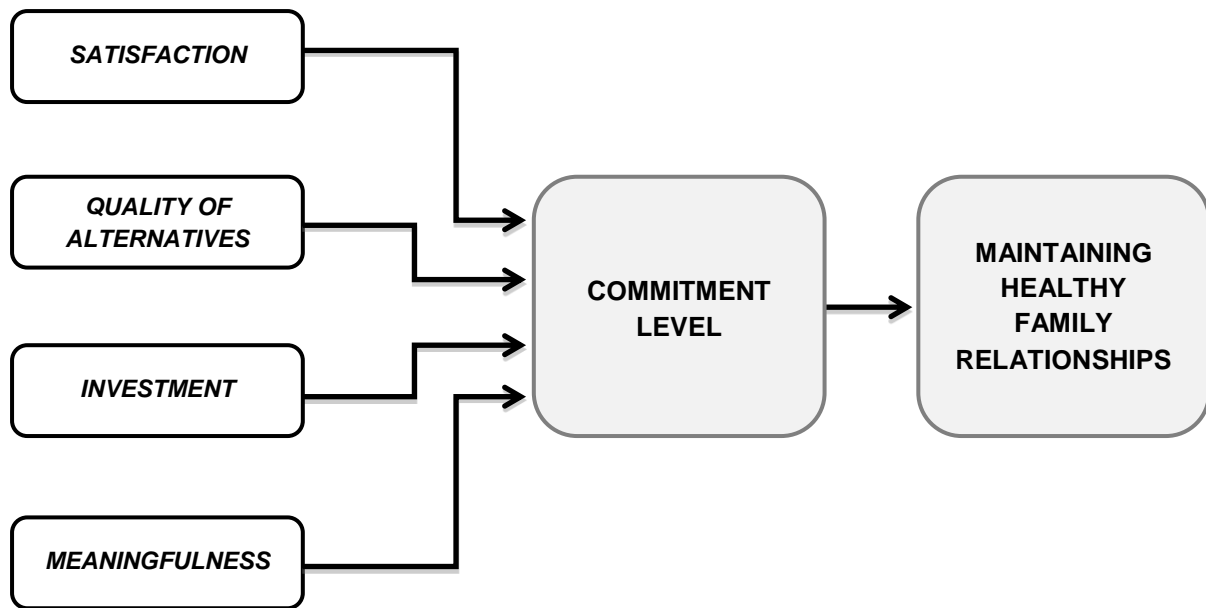


Figure 2.1: Theoretical framework for the study

Therefore, this theoretical framework implies that a young adult's commitment to their family of origin should increase to the extent to which they are satisfied with that involvement, have undesirable alternatives available to them, have placed a great deal of investment in the relationship and perceive the relationship as meaningful. It should be noted that the decision to "persist" in a relationship takes on new meaning in family commitment. As previously mentioned, researchers on commitment have described commitment as a long-term orientation characterised by an intention to remain in a relationship (Le & Agnew, 2003). Commitment is therefore viewed as a psychological attachment towards a relationship. However, this view of commitment was conceptualised in the context of romantic relationships and family relationships are different in that they are often more permanent in nature (Human-Vogel, 2013). Thus, I argue that family commitment is not necessarily about an intention to remain in a relationship but rather about an intention to maintain meaningful relationships with one's family of origin.

According to Human-Vogel (2013), understanding commitment processes from a developmental perspective is particularly relevant in the case of young adults who maintain healthy familial bonds. An important task of young adulthood is that of differentiating oneself from one's family of origin, while still maintain healthy ties with



them. Exploring commitment processes provides a framework for understanding how young adults are able to maintain this balance (Human-Vogel, 2013). Self-differentiation in young adulthood is not about maintaining or abandoning family relationships, but about maintaining a healthy, caring relationship, while simultaneously functioning independently. It is not about “persisting” but about maintaining a healthy connection despite independence from the family of origin.

## **2.5 SUMMARY OF THE CHAPTER**

An extensive amount of scholarship has utilised the Investment Model Scale to assess commitment. However, the majority of this research has been used exclusively for the purpose of assessing commitment in romantic associations. Its value in assessing commitment within other types of relationships, such as family relationships, has yet to be fully explored and may yield beneficial findings. Subsequently, the present study has two main objectives and corresponding expectations. First, I expect that meaningfulness (as a specific aspect of meaning) may be able to predict additional variance in the level of commitment, over and above investment. The reason for this is that it implies a different kind of emotional connection, one that allows for the fact that family relationships can be maintained even in the absence of satisfaction. Secondly, I expect that assigning a high degree of meaningfulness to one’s family of origin should increase one’s motivation level to commit.



## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

There are several ways in which one could conduct social research. It is within these varied approaches that the power and potential of social research often lies (Babbie, 2005, p. 19). In this chapter, I focus on providing a conceptual overview of the research design and methodological approaches used in the present study. I will begin with a discussion on the quantitative research design chosen for this study. Additionally, a description of the pilot study, the main study sampling procedures, quantitative instrumentation used, data collection methods and the procedures for the analyses of data are included in the chapter.

#### 3.2 ONTOLOGICAL PARADIGM

##### 3.2.1 Positivist paradigm

Quantitative research is often described as being rooted in positivism (Sale, Lohfeld & Brazil, 2002; Whitley, 2002; Krauss, 2005). Within the positivist paradigm, the facts are gathered through “direct observation or measurements of the phenomena” being researched (Krauss, 2005, p. 759). Within quantitative research, the ontological position is that an objective reality does exist and, thus, there is an ultimate truth “which exists independent of human perception” (Sale, Lohfeld & Brazil, 2002, p. 44). The positivist paradigm thus proposes that research can be gathered in an objective manner, as the researcher and participant can remain independent of one another and, in the process, avoid exerting any form of influence over each another (Krauss, 2005, p. 759).

#### 3.3 METHODOLOGICAL PARADIGM

##### 3.3.1 Quantitative research

Preceding studies concerned with commitment (for example, Friedman & Weissbrod, 2005; Kapinus & Johnson, 2003; Rusbult, Martz & Agnew, 1998; Stanley & Markman, 1992; Stanley, Markman & Whitton, 2002) have all successfully used a



quantitative approach as a means of stating the research problem in very specific terms, arriving at objective conclusions, testing hypotheses and determining issues of causality.

Maree and Pietersen (2007, p. 145) define quantitative research as a methodical and systematic process to gather numerical data from a sample of the population, whereby results are analysed statistically to generalise findings to the population. Additionally, Creswell (1994) describes quantitative research as a type of research that provides explanations for phenomena through the accumulation of numerical data that undergo analysis through certain mathematical procedures, such as statistics.

### 3.3.2 Survey research

In the present study, participants completed a questionnaire comprising of questions from the Family Commitment Scale (FCS) which was adapted from the Investment Model Scale (see Section on Research Design). The additional items written were included to examine and measure the relevance of meaningfulness as a predictor of commitment level. The FCS measured the following constructs: commitment level, satisfaction level, quality of alternatives, investment size and meaningfulness.

### 3.3.3 Standards of rigor

When researchers develop and refine measurements within quantitative research, they must address various concerns, including reliability and validity (Babbie, 2005).

#### a) Reliability

The *reliability* of a measure refers to “the consistency with which it measures whatever it measures” (Foxcroft & Roodt, 2002, p. 28). Measures should be reliable, in other words, show minimal changes over time, as we assume the traits that we want to measure remain constant (Whitley, 2002).

The internal reliability of an instrument is determined by the degree of similarity between a number of items in measuring a particular construct (Maree & Pieterse, 2007). Cronbach’s Alpha Coefficient ( $\alpha$ ), which is based on inter-item correlations, is used as a means of measuring the internal reliability of an instrument. Within the





main study, the reliability of the Family Commitment Scale has been examined by calculating the internal consistency with Cronbach's Alpha ( $\alpha$ ). The Cronbach's Alpha of both scales, as well as the reliability of all the subscale items (*satisfaction, quality of alternatives, investment size, commitment level and meaningfulness*), were evaluated independently. Evidence of the internal consistency of the questionnaire will be provided in Chapter 4.

b) Validity

The *validity* of an instrument concerns what the questionnaire measures and how well it does so (Foxcroft & Roodt, 2002). The validity of a questionnaire is distinctly related to its purpose. In other words, a questionnaire can be valid for one purpose but not for another (Whitey, 2002). While there is limited evidence to support the validity of the investment model of commitment (which forms the basis of the FCS) in a South African context, a study conducted by Rusbult, Martz and Agnew (1998) indicated that there is evidence for the cross-cultural validity of this scale. Although their research focused on commitment in romantic relationships, they found that factors such as ethnicity produced negligible differences. These findings make a great deal of sense when you consider that a construct such as commitment ought not to take on a different structure when demographic factors are brought into the equation. As argued in the previous chapter, the concept of family is a universal construct upon which every social species places a great deal of importance. As such, commitment to keeping the family unit intact may provide a reasonable explanation for this phenomenon. Therefore I argue for commitment to be a construct that is universally understood regardless of the context of inquiry.

According to Foxcroft and Roodt (2002, p. 35), the construct-validity of a measure is "the extent to which it measures the theoretical construct or trait it is supposed to measure". While several studies have been conducted which support the (construct) validity of the Investment Model Scale, it is acknowledged that further validity issues are raised because the Investment Model Scale is not only being adapted but furthermore a newly-constructed scale in the form of the Meaningfulness Scale is being added to it. This scale has been included as an addition to the Family Commitment Scale. Cohen, Manion and Morrison (2007, p. 138), however, mention that construct validity is "addressed by convergent and discriminant techniques". In



other words, this is when it correlates highly with other variables with which it should theoretically correlate (convergent validity) and correlates minimally with variables from which it should differ (discriminant validity). In the present study I will discuss evidence (presented in Chapter 4) for the convergent and discriminant validity of the scales in order to establish construct-related validity of the FCS.

### **3.4 OBJECTIVES OF THE PRESENT STUDY**

A pilot study and main study were conducted as the Family Commitment Scale (an adapted version of the Investment Model Scale) was introduced and, subsequently, scale development was required. The aims of the two studies did, however, differ. Consistent with guidelines in the scale development literature (Burton & Mazerolle, 2011), the aim of the pilot study was to examine the reliability of the adapted Family Commitment Scale, whereas the aim of the main study was concerned with examining the research questions and hypotheses. More specifically, the objective of the main study was to examine whether meaningfulness would be a more functional predictor of commitment to the family, than the other determinants traditionally associated with other commitment processes.

### **3.5 RESEARCH DESIGN: PILOT STUDY**

#### **3.5.1 Sample selection**

In the pilot study, the study population consisted of a non-representative convenience sample of young adults. These young adults were between the ages of 18 and 25 years and living within Pretoria. They were comprised of young adults who have different home languages and who came from diverse family backgrounds (See Table 1).



Table 3.1

*Descriptive statistics of the pilot study sample (n = 111)*

	f	%
Sex		
Male	49	44.1
Female	62	55.9
Home language		
Afrikaans	23	20.7
English	45	40.5
IsiXhosa	6	5.4
IsiZulu	4	3.6
Tshivenda	5	4.5
Setswana	10	9.0
Sesotho	4	3.6
Sepedi	2	1.8
siSwati	1	0.9
Non-African	11	9.9
Living circumstances		
Living at home with parents	75	67.6
Not living at home with parents	36	32.4
Financial independence		
Yes	36	32.4
No	75	67.6
Family size		
Only child	7	6.3
1–2 siblings	65	58.6
More than 3 siblings	39	35.1
Parents' marital status		
Married	67	60.4
Divorced	22	19.8
Remarried	14	12.6
Missing	8	7.2

### 3.5.2 Data collection

In the pilot study, a non-probability sampling technique, namely convenience sampling, was used to collect data over the period of 2009 and 2010 ( $n = 111$ ). On both occasions, the criteria for inclusion and exclusion comprised of participants that had to be young adults who were between the ages of 18 and 25 years.



The participants for the pilot study were required to complete a questionnaire consisting of the Family Commitment and Meaningfulness Scales.

### 3.5.3 Data analysis

#### a) Reliability analysis

The reliability of the Family Commitment Scale was examined ( $n = 111$ ) with results indicating an Alpha coefficient of 0.80. This reliability rating was regarded as generally acceptable although it was a little lower than that which is generally reported in studies for romantic commitment (for example, Rusbult, Martz & Agnew, 1998). The Meaningfulness Scale ( $n = 51$ ) in the pilot study was also found to be acceptable, with results indicating an Alpha coefficient of 0.87. It should be noted, however, that the Meaningfulness Scale was only introduced in the second round of data collection of the pilot in 2010, which is why it has a smaller  $n$  than the entire data set. Two subscales had acceptable reliabilities (alternatives  $\alpha = 0.74$ ; satisfaction  $\alpha = 0.81$ ), but a lower reliability rating for the Investment Scale ( $\alpha = 0.66$ ) did raise concerns. Although the lower reliability may have indicated problems with the adaptation of the items, it may indicate that investment is more suitable for predicting romantic relationships and may be less suitable for predicting commitment in family relationships. As part of issues considered in the pilot study, item analyses and factor analyses were conducted, which will be presented in Chapter 4.

## 3.6 RESEARCH DESIGN: MAIN STUDY

### 3.6.1 Research questions

#### a) Primary research question

The primary research question is:

*“How can commitment be measured in the context of family relationships?”*

#### b) Secondary research questions

As a means of exploring the primary research question comprehensively, the following secondary research questions will be explored:

- *“What roles do satisfaction, quality of alternatives and investment play in explaining level of commitment in a family context?”*



- “Are there variations in the level of commitment due to sex, home language, highest qualification, relationship involvement, description of relationship, parents’ marital status and relationship with parents?”
- “Can meaningfulness provide additional predictive value over and above the other variables to predict level of commitment?”

### 3.6.2 Research hypotheses (two-tailed)

To answer the research question, three sets of hypotheses were formulated. Testing these hypotheses was the objective of the main study. The objective of the pilot study was to assess reliability of the instrument. The significance level for all hypotheses is set at 5% ( $p < 0.05$ ).

- a) *First set of hypotheses:* Comparison of the mean scores of independent subgroups

$$H_0 : \mu_{1,2} = 0$$

Subgroups analysed in the present study (sex, relationship involvement and description of relationship) will not show a statistically significant difference in terms of the study variables, namely commitment level, satisfaction level, quality of alternatives, investment size and meaningfulness.

$$H_1 : \mu_{1,2} \neq 0$$

Subgroups analysed in the present study (sex, relationship involvement and description of relationship) will show a statistically significant difference in terms of meaningfulness, commitment level, satisfaction level, quality of alternatives and investment size.

- b) *Second set of hypotheses:* Comparison of independent groups on scale means

$$H_0: \mu_a = \mu_b = \mu_c$$



There are no statistically significant differences between various subgroups (home language, parents' marital status and relationship with parents) in terms of meaningfulness and commitment to the family of origin.

$$H_1 : \mu_a \neq \mu_b \neq \mu_c$$

There are statistically significant differences between various subgroups (home language, parents' marital status and relationship with parents) in terms of meaningfulness and commitment to the family of origin.

c) *Third set of hypotheses:* Correlations between variables

$$H_0 : \rho_{xy} = 0$$

There is no statistically significant relationship between meaningfulness, commitment level, satisfaction level, quality of alternatives and investment size.

$$H_1 : \rho_{xy} \neq 0$$

There is a statistically significant relationship between meaningfulness, commitment level, satisfaction level, quality of alternatives and investment size.

### 3.6.3 Sample selection criteria

According to Cohen, Manion and Morrison (2007), probability sampling remains the primary method of selecting large, representative samples for social research. Probability sampling is useful if one wishes to make generalisations, as it seeks representativeness of the wider population. "Occasionally, individuals in a population are clustered into pre-existing groups and a researcher can randomly select groups instead of selecting individuals" (Gravetter & Forzano, 2009, p. 139). This procedure is called cluster sampling, which can be used whenever well-defined clusters exist within the population of interest.

Cluster sampling is appropriate for the present study for several reasons. Given that my research question necessitates the inclusion of young adults (see section on family commitment in Chapter 2), the sampling frame consisted of young adults



between the ages of 18 - 25 years and studying at a higher education institute in Pretoria. A random cluster sample was thus selected, with a cluster defined as an undergraduate module. Two undergraduate modules consisting of a second year and third year cohort were selected to reach a minimum sample size of 180 students. While it is acknowledged within the main study that a fairly educated sample has been selected (and thus non-representative of the population), the student population is still regarded as being reasonably diverse. Nevertheless one-stage random cluster sampling was selected in an attempt to ameliorate this problem by selecting clusters randomly and thus ensuring greater heterogeneity within the sample. Additionally, it is acknowledged that it will not be possible to generalise the results across contexts and thus results will only be generalised to the population that constitutes part of the main study.

### 3.6.4 Participants

In the main study, the study population was comprised of a random cluster sample of young adults in a higher education setting. The sample consisted of 204 young adults between the ages of 18 and 25 years and studying within Pretoria. Table 2 presents the frequencies for the different sex, age and home language categories.

Table 3.2

*Descriptive statistics of the sample (n = 204)*

	f	%
Sex		
Male	38	18.6
Female	166 <sup>6</sup>	81.4
Age (n = 204; M = 20.5 years; SD = 1.7 years)		
Home language		
Afrikaans	98	48.03
English	46	22.55
IsiXhosa	2	0.98
IsiZulu	9	4.41
Tshivenda	3	1.47
Setswana	5	2.47

<sup>6</sup> It should be noted that literature has indicated minimal sex differences in commitment research (for example, Goodfriend & Agnew, 2008; Hoffmen, Agnew, Lehmiller & Duncan, 2007)



Sesotho	8	3.92
Sepedi	7	3.43
siSwati	15	7.35
Xitsonga	0	0
IsiNdebele	7	3.43
Non-African	3	1.47
Missing	1	0.49

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### 3.6.5 Instruments

#### a) Family Commitment Scale

In the present study, participants completed the Family Commitment Scale (FCS), a questionnaire comprising of questions that had been adapted from a pre-existing questionnaire, namely the Investment Model Scale (IMS) (Rusbult, 1980). The Investment Model Scale measured several constructs, including *commitment level*, *satisfaction level*, *quality of alternatives and investment* (See Table 3). These items were rated on a six-point Likert Scale with endpoints “totally disagree” (1) and “totally agree” (6). It should be noted that during the pilot study, adaptations (See Table 3) were made to the items from the original version of the instrument and additions were created and added to the main study. More specifically, an additional new scale was implemented, which was constructed to measure the specific construct of *meaningfulness* (See Table 4)<sup>7</sup>.

While there is limited evidence to support the validity of this scale in a South African context, an American study conducted by Rusbult, Martz and Agnew (1998) aimed at investigating both the reliability and validity of the scale. The study indicates that there is evidence for the cross-cultural validity of this scale. Although their research focused on commitment in romantic relationships, they found that factors such as ethnicity produced negligible differences. Additionally, Le and Agnew (2003) compared findings on the model across interpersonal and non-interpersonal settings. They reported that the model appears to remain robust and portable for non-romantic relationships. In the pilot study, preliminary results indicated similar reliabilities for the three language groups mentioned (African, Non-African and English).

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<sup>7</sup> This instrument may not be used without prior permission from Dr Salome Human-Vogel at [salome.humanvogel@up.ac.za](mailto:salome.humanvogel@up.ac.za).





Table 3.3

*Construct items*

<i>Construct</i>	<i>Original item – IMS</i>	<i>Adapted item – FCS</i>
Commitment level	“I feel very attached to our relationship – very strongly linked together.”	“I feel very attached to my family – very strongly linked together.”
Satisfaction level	“Our relationship does a good job of fulfilling my needs.”	“My family does a good job at fulfilling my needs.”
Quality of alternatives	“My needs for intimacy, companionship, etc., could easily be fulfilled in an alternative relationship.”	“My needs for support and belonging could easily be fulfilled by any other family, other than my own.”
Investment	“I have invested a great deal of time in our relationship.”	“I put a lot of time into my relationships with family members.”

b) *Meaningfulness Scale*

The Meaningfulness Scale was designed to measure the extent to which individuals perceive their families as *meaningful*, in other words, *Meaningfulness*. The scale consists of eight items (See Table 4) and each item is presented on a six-point Likert Scale with endpoints “totally disagree” (1) and “totally agree” (6). The *Meaningfulness* items that I used in the present study were adapted from an instrument developed by my supervisor for a previous study on teacher commitment (Nortje, 2011). The Meaningfulness items was adapted for the purposes of the present study and piloted in 2010 on a sample of 51 young adults, in collaboration with the BEd Honours students, in order to investigate scale properties.

Table 3.4

*Meaningfulness items*

<i>Meaningfulness Item – FCS</i>
“My family plays an important role in my life.”
“My family’s perspective is important to me when I have to take big decisions.”
“My family is not a meaningful part of my life.”
“Overall, my family adds meaning to my life.”
“My family allows me to express myself freely.”
“My family has helped to shape who I am.”



---

“My family encourages me to be who I want to be.”

“My family does not accept me for who I am.”

---

### 3.6.6 Data collection

Participants for the study were approached in a class setting, after the modules concerned had been randomly selected and the appropriate permission had been obtained. Participants were asked whether they would be willing to participate in the study, and were informed about the purpose of the study. Participants were fully informed about the nature and risks in the study. Participants were not required to provide any identifying information about themselves and were informed that any emotional responses could not be monitored during an anonymous questionnaire (such as the one they were subjected to). Thus, they were informed about possible courses of action that they could take in the event of any form of emotional distress. The administrator of the questionnaire remained with the participants for the duration of time that the questionnaire was being completed and the same administrator collected the questionnaires upon completion.

### 3.6.7 Data analysis

For the purposes of the present study, and as all of the data was quantitative by nature, all raw data was initially coded and inputted into a Microsoft Excel worksheet. The worksheet was then exported into the computer statistics program Statistics Package for the Social Sciences (SPSS). The SPSS program was used in the study for the purposes of conducting various statistical analyses. Parametric statistics were primarily used as certain characteristics about the population were either known or assumed. In the main study, reliability and item analyses were conducted for the purposes of scale development. Factor analysis, descriptive analysis and hypothesis testing focused on providing descriptions of the sample for the main study.

#### a) Reliability analysis

The reliability of the Family Commitment and Meaningfulness Scales was examined by calculating the internal consistency with Cronbach's Alpha ( $\alpha$ ). The Cronbach's Alpha of both scales, as well as the reliability of all the subscale items (*satisfaction, quality of alternatives, investment size, commitment level and meaningfulness*), was evaluated independently.



b) Item analysis

Investigations into the item means, standard deviations and item-total correlations were once again explored in the main study and will be discussed further in Chapter 4.

c) Factor analysis

A factor analysis, which refers to “a set of statistical procedures designed to determine the number of distinct constructs needed to account for the pattern of correlations among a set of measures” (Fabrigar & Wegener, 2012, p. 3), was also conducted. Thus, factor analysis plays a key role in determining which items can be grouped together, as they were answered in the same manner and thus measure the same factor (Maree, 2007). In the present study, factor analysis was utilised to provide descriptions of the sample. This will be discussed further in Chapter 4.

d) Descriptive analysis

After the data had been collected and captured in SPSS, the analysis process began, largely with the use of descriptive statistics. Maree (2007, p. 11) describes descriptive statistics as “a collective name for a number of statistical methods that are used to organise and summarise data in a meaningful way”. The main study made use of the same descriptive statistics that were used in the pilot study, with the additional inclusion of exploratory factor analysis as a means of exploring previously unknown groupings of variables for underlying patterns (Cohen, Manion & Morrison, 2007). In accordance with recommendations made in the literature, criteria for the identification of factors that were used included the scree plot analysis, eigenvalue – rule, parallel analysis and model fit indices, such as chi square and root mean error of approximation (Cohen, Manion & Morrison, 2007).

e) Hypothesis testing

*Correlations*

The present study included correlational analysis to investigate hypothesised associations between constructs. Pearson’s product moment coefficient of correlation ( $r$ ) was utilised in the study. This measure of association is a “statistical value ranging from  $-1.0$  to  $+1.0$  and expresses this relationship in quantitative form” (Cohen, Manion & Morrison, 2007, p. 539). This measure addresses the strength of



the linear relationship between two quantitative variables. This analysis revealed the strength and direction of the relationship, in addition to whether it is statistically different from zero (Maree, 2007). According to Cohen, Manion and Morrison (2007), a positive relationship is said to exist where the two variables fluctuate in the same direction, for example, where one increases so does the other.

### *Multiple regression*

This form of analysis “enables [one] to predict and weigh the relationship between two or more explanatory (independent) variables and an explained (dependent) variable” (Cohen, Manion & Morrison, 2007, p. 539). In the main study, these analyses were used to investigate the extent to which the predictor variables (satisfaction, quality of alternatives, investment and meaningfulness) could account for significant variance in the outcome variable (level of commitment). Moreover, the analyses were used to test whether meaningfulness has additional predictive value over and above the other variables (satisfaction, quality of alternatives and investment).

### *Subgroup differences*

Furthermore, non-parametric tests were used to investigate subgroup differences because they involved nominal data (Cohen, Manion & Morrison, 2007, p. 503). The Mann Whitney U test (in the case of two groups) was used as a non-parametric equivalent of the t-test and the Kruskal-Wallis test (in the case of three or more groups) was used utilised for the analysis of variance.

## **3.7 SUMMARY OF THE CHAPTER**

The focus of this chapter was on the methodological approach of the present study. It provides a detailed discussion of the research design used, as well as the methods of data collection employed. Additionally, concerns about the validity and reliability of the research were discussed. Chapter 4 will provide a detailed outline of the statistical results of the study.



## CHAPTER 4

### MAIN STUDY RESULTS

#### 4.1 INTRODUCTION

The main study explores commitment within the family context, a process which is aimed to address the primary research question, “*how can commitment be measured in the context of family relationships?*” Research hypotheses (see Chapter 3, section 3.6.2) have been formulated to assist in ascertaining an answer to the research question and Chapter 4 describes the analyses that have been conducted in order to investigate the stated hypotheses. The present chapter begins with a discussion of the scale properties of the Family Commitment Scale questionnaire used in the main study. A presentation of the descriptive statistics pertaining to the sample will follow, in addition to a discussion about the study variables (included in the main study) which mediate the strength of family commitment. The hypotheses that were formulated will then be analysed according to various statistical procedures.

#### 4.2 RESULTS OF THE MAIN STUDY

##### 4.2.1 Scale properties of the Family Commitment Scale (FCS)

As mentioned in the previous chapter, Cronbach’s Alpha Coefficient ( $\alpha$ ) which is based on inter-item correlations was used as a means of measuring the internal reliability of the FCS (41 items,  $n = 204$ ). The alpha coefficient of the FCS for the main study was  $\alpha = 0.87$  and can be described as acceptable ( $.90 > \alpha \geq .80$ ) in accordance with the guidelines provided by Maree (2007).

With regards to the frequency of responses on the FCS, item means ranged from 1.53 to 5.46 and standard deviations ranged from 0.89 to 1.59 (a detailed account of item means and standard deviations appear in Appendix C). Table 4.1 presents a summary of the item-total correlations for the FCS scale and its subscales including commitment level, quality of alternatives – loyalty, quality of alternatives – independence, connectedness and meaningfulness).



Table 4.1 *Item total statistics (Family Commitment Scale)<sup>8</sup>*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CL_1	165.57	330.160	.645	.825
CL_2	165.68	330.394	.638	.825
CL_3	165.29	338.919	.553	.829
CL_4	165.35	328.764	.723	.824
CL_5	165.32	331.531	.690	.825
CL_6	165.12	335.647	.613	.827
CL_7	165.86	334.260	.459	.829
CL_8	165.25	330.997	.673	.825
CL_9	165.24	329.464	.665	.825
CL_10	165.43	332.214	.599	.826
CL_11	165.26	333.710	.626	.826
QAL1	168.11	364.775	-.137	.846
QAL2	168.70	368.989	-.233	.847
QAL3	168.48	367.464	-.192	.847
QAL4	168.82	367.955	-.205	.847
QAL5	168.91	369.512	-.263	.846
QAL6	168.95	369.369	-.263	.846
QAL7	168.92	367.557	-.217	.845
QAI1	167.31	342.608	.239	.836
QAI2	166.93	348.263	.149	.838
QAI3	167.73	377.978	-.386	.852
QAI4	167.74	380.314	-.408	.854
QAI5	168.00	375.880	-.357	.851
QAI6	167.95	378.915	-.403	.852
CSS1	166.24	341.115	.253	.836
CSS2	165.87	329.830	.530	.827
CSS3	166.29	325.255	.558	.825
CSS4	165.48	326.502	.702	.823
CSS5	165.48	326.480	.646	.824
CSS6	165.35	327.410	.710	.823
CSS7	165.76	320.208	.707	.821
CSS8	165.62	328.641	.557	.826
CSS9	165.34	327.274	.710	.823
CM_1	165.10	333.623	.736	.826
CM_2	165.25	332.167	.677	.825
CM_3	165.37	340.115	.320	.833
CM_4	165.15	333.361	.711	.826

<sup>8</sup> The variable names represent the study variables as follows: Commitment Level (CL); Quality of Alternatives – Loyalty (QAL); Quality of Alternatives – Independence (QAI); Connectedness (CSS); and Meaningfulness (CM).



	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CM_5	165.37	331.130	.615	.826
CM_6	165.02	338.355	.607	.828
CM_7	165.14	335.277	.645	.827
CM_8	165.38	342.849	.249	.835

Item-total correlations were examined to indicate whether the individual items correlated with the entire scale as a whole (Ratray & Jones, 2006). This procedure is important for ensuring internal consistency of the scale and according to Whitley (2002), items with an item correlation below .30 should be considered for deletion. Results from the main study indicated that eleven items presented with item-total correlations below 0.30 (Items QAL1, QAL2, QAL3, QAL4, QAL5, QAL6, QAL7, QAI1, QAI2, CSS1 and CM8). It should be noted however that the QAL and QAI items have low item-total correlations because they were inversely scored in relation to the other scales. Worthington and Whittaker (2006) mention that when low item-total correlations occur, there are scenarios upon which the researcher may decide to retain the items in question (for example, when low item correlations occur as the possible result of reverse scoring). I decided to tentatively retain the QAL and QAI items because those scales involved reverse scoring and because of missing values and data (see Appendix D). The retention of the QAL and QAI items were also retained for the purpose of assessing the dimensionality of the scale. In order to establish construct-related validity of the FCS, factor analysis was used next.

#### 4.2.2 Exploratory factor analysis

As previously mentioned in Chapter 3 (see section 3.6.7), exploratory factor analysis was employed for the purpose of scale development and specifically for determining whether the FCS items intercorrelate in the way that they should. In order to assess whether the data was suitable for factor analysis, the data was first examined though the Kaiser-Maier-Olkin measure of sampling adequacy and Bartlett's test of sphericity (see Table 4.2).



Table 4.2 *KMO and Bartlett's test*

---

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.934
	Approx. Chi-Square	7712.278
Bartlett's Test of Sphericity	df	820
	Sig.	.000

---

The value of the KMO measure of sampling adequacy for this set of data is 0.93 which can be considered very good in accordance with recommendations in the literature (Cohen, Manion & Morrison, 2007). With regards to the Bartlett's test of sphericity ( $\chi^2 = 7712.278$ ,  $p = .000$ ), the Sig. value for this analysis ( $< .001$ ) is lower than the indicated alpha level and therefore the correlation matrix is not an identity matrix. It can thus be concluded that the correlations in the data set are appropriate for factor analysis.

A maximum likelihood estimation (MLE) analysis was conducted using promax rotation because the items were assumed to be theoretically associated. All forty-one items of the FCS were included in the MLE analysis for the purpose of evaluating the factor structure of the FCS and to identify basic underlying factors in order to facilitate reducing the item pool (Mertler & Vannatta, 2002).

In selecting the appropriate number of factors for the data, several considerations were followed. In accordance with recommendations in the literature (such as Ledesma & Valero-Mora, 2007), Cattell's scree test and Kaiser's eigenvalue ( $< 1.00$ ) were used for the purpose of determining the number of factors to retain (see Chapter 3, section 3.6.7 on data analysis). Kaiser's eigenvalue suggested seven factors while Cattell's scree test suggested a possible three factors. It should be noted that the Chi-square goodness-of-fit test was significant and thus in an effort to reduce the number of factors (without compromising the goodness-of-fit) I conducted a factor analysis. Table 4.3 presents the initial solution for the first analysis.





Table 4.3 Initial pattern matrix (seven factor solution)

	Factor						
	1	2	3	4	5	6	7
CSS5	<b>.889</b>	.048	-.032	.014	-.074	-.026	-.162
CSS7	<b>.818</b>	.089	.124	.043	-.074	.007	-.092
CSS9	<b>.797</b>	.077	-.122	.006	-.041	-.056	-.015
CSS3	<b>.770</b>	-.173	-.014	-.042	.032	.141	.003
CSS8	<b>.730</b>	-.035	-.099	.049	.167	.008	-.002
CSS6	<b>.701</b>	.153	-.014	-.051	-.034	-.065	.128
CSS4	<b>.663</b>	.126	.111	.132	-.069	.028	.004
CSS2	<b>.491</b>	.011	-.027	-.140	-.061	.151	.048
CM_2	<b>.367</b>	.253	-.012	.060	-.016	-.114	.293
CSS1	<b>.233</b>	.084	.160	-.153	-.035	.018	.047
CL_8	.059	<b>1.096</b>	-.058	-.060	.018	-.123	-.179
CL_9	.008	<b>1.036</b>	-.064	-.026	.001	-.115	-.126
CL_11	.084	<b>.927</b>	.029	.087	.178	.116	-.317
CL_6	-.160	<b>.899</b>	.012	-.013	-.111	-.078	.061
CL_10	.161	<b>.840</b>	.170	-.010	-.026	.195	-.429
CL_7	.222	<b>.559</b>	.014	-.035	.043	-.045	-.108
CL_4	.068	<b>.507</b>	.025	-.031	-.045	.210	.246
CL_3	.076	<b>.495</b>	-.133	-.062	.042	.091	.176
CL_5	.053	<b>.457</b>	-.034	.126	.027	.110	.279
QAL6	-.025	-.025	<b>1.055</b>	.021	.001	-.001	.156
QAL7	.074	-.059	<b>1.045</b>	.028	.007	-.002	.116
QAL5	.002	-.081	<b>1.034</b>	.058	-.017	-.001	.128
QAL4	-.104	.163	<b>.773</b>	-.068	.000	-.027	.022
CM_3	.040	.032	<b>-.337</b>	.030	-.241	.036	.002
QAI4	.004	.053	-.126	<b>-1.079</b>	.000	-.020	.167
QAI3	.154	-.151	.001	<b>-.925</b>	.051	-.048	.186
QAI5	-.043	-.003	.182	<b>-.915</b>	-.106	.059	.187
QAI6	-.104	.076	.143	<b>-.851</b>	-.035	-.030	.203
QAL3	-.028	.024	.055	-.027	<b>.973</b>	.005	.349
QAL2	.090	.003	.113	-.009	<b>.955</b>	-.005	.251
QAL1	-.141	.045	-.004	.077	<b>.904</b>	-.010	.427
CM_8	-.187	.005	-.265	.055	<b>-.360</b>	.052	.140
CL_1	.168	.027	-.058	.060	.026	<b>.826</b>	.054
CL_2	.110	.243	.005	-.068	-.126	<b>.510</b>	.110
QAI1	.019	-.028	.192	-.104	.282	.013	<b>.578</b>
QAI2	.031	-.123	-.003	-.339	.258	.040	<b>.568</b>
CM_5	.015	.304	.028	.078	.053	.072	<b>.520</b>
CM_4	.289	.235	.065	.074	-.054	-.092	<b>.469</b>
CM_6	.116	.250	-.016	.001	-.082	-.042	<b>.459</b>
CM_1	.309	.319	-.040	-.001	-.011	-.047	<b>.399</b>



	Factor						
	1	2	3	4	5	6	7
CM_7	.112	.271	-.210	.042	.145	.106	<b>.342</b>

Extraction Method: Maximum Likelihood.<sup>a</sup>

a. 7 factors extracted. 8 iterations required.

The items loading on Factor One were only cohesion (CSS) and meaningfulness (CM) items. The commitment level (CL) items are the only items which loaded on Factor Two. The quality of alternatives – loyalty items (QAL) loaded on both Factors Three and Five which represent a desire to spend time with other people/things rather than family. In addition two meaningfulness items loaded on Factors Three and Five as well (CM\_3: “*My family is not a meaningful part of my life*”, and CM\_8: “*My family does not accept me for who I am*”). These meaningfulness items unsurprisingly loaded on Factors Three and Five because they were the only meaningfulness items which required reversed scoring. On Factor 4 the items that loaded were specifically related to the quality of alternatives – independence items. Two commitment level (CL) items loaded on Factor Six (CL\_1: “*I feel very involved with my family of origin – I put a lot of time into my relationships with family members*”, and CL\_2: “*Compared to other people I know, I have invested a lot in my family*”). The items loading on Factor 7 comprised (for the most part) of meaningfulness (CM) items and surprisingly two quality of alternatives – independence items loaded as well (QAI\_1: “*The alternatives to my family are close to ideal*”, and QAI\_2: “*My alternatives to my family are attractive to me*”). Following the initial MLE analysis, three items were removed (QAI1, QAI2 and CSS1) and I decided to rerun the factor analysis. The reasons for their deletion are provided in Table 4.4 below. Factor analysis was rerun several times following the same procedure (MLE, promax rotation) and in the process several items were deleted from the analysis. Table 4.4 provides a complete summary of the items which were removed and the reasons for their deletion.

Table 4.4 Family Commitment Scale (FCS) items deleted following factor analysis

Item	Description of items	Reason for deletion
CL 1	I feel very involved with my family of origin – I put a lot of time into my relationships with family members.	Heywood case (Haelein & Kaplan, 2004).



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Item	Description of items	Reason for deletion
CSS 1	My relationships with my family would be complicated if my family were to fall apart.	Very low communality figure (.300).
CM 3	My family is not a meaningful part of my life.	Loaded incorrectly (according to the theory on which items were based) on the QA scales.
CM 8	My family does not accept me for who I am.	Loaded incorrectly (according to the theory on which items were based) on the QA scales.
CM 7	My family encourages me to be who I want to be.	Loaded incorrectly on the CL scale.
QAI 1	The alternatives to my family are close to ideal.	Loaded incorrectly on the CM scale.
QAI 2	My alternatives to my family are attractive to me (work, spending time with friends or on my own, etc.)	Loaded incorrectly on the CM scale.
CL 2	Compared to other people I know, I have invested a lot in my family.	Loaded on same factor as CM scale.
CL 3	I am committed to keeping my family together.	Loaded on same factor as CM scale.
CL 4	I feel very attached to my family – very strongly linked together.	Loaded on same factor as CM scale.
CL 5	My family makes me very happy.	Loaded on same factor as CM scale.
CL 6	I want relationships with my family to last forever.	Loaded on same factor as CM scale

---

The above deletions resulted in a clear five factor solution with a good fit ( $\chi^2=584.405$ ;  $p=.000$ , RMSEA = 0.045) and the factors identified in the solution were theoretically and conceptually clear. It should be noted that there were CM items which merged with the CL items but I intended to distinguish conceptually between hedonic and eudaimonic dimensions (Ryan and Deci, 2001). With the present study adopting a eudaimonic perspective in attempting to understand well-being and family commitment, if items did not express the idea of meaningfulness sufficiently or reflected happiness (part of the hedonic dimension) then those items were considered for deletion. Table 4.5 below presents the final solution for the data.



Table 4.5 Final pattern matrix (five factor solution)

	Factor				
	1	2	3	4	5
CSS5	<b>.858</b>	-.058	-.086	.059	-.019
CSS3	<b>.813</b>	.012	-.139	-.015	.031
CSS7	<b>.812</b>	.095	-.001	.067	-.047
CSS8	<b>.732</b>	-.020	-.041	-.041	-.022
CSS9	<b>.715</b>	-.124	.140	.020	.000
CSS6	<b>.664</b>	-.021	.306	-.004	.067
CSS4	<b>.652</b>	.074	.143	.088	-.100
CSS2	<b>.496</b>	-.028	.066	.084	.104
QAL6	-.053	<b>1.037</b>	.110	-.003	-.025
QAL7	.057	<b>1.021</b>	.029	-.004	-.025
QAL5	.016	<b>.999</b>	.028	-.044	-.061
QAL4	-.121	<b>.743</b>	-.004	.152	.051
QAL2	.080	<b>.490</b>	-.175	.016	.117
QAL3	.044	<b>.430</b>	-.143	-.005	.136
CM_6	.016	-.020	<b>.863</b>	-.063	.017
CM_4	.212	.059	<b>.835</b>	-.099	-.039
CM_5	.004	.059	<b>.812</b>	.023	-.030
CM_1	.275	-.035	<b>.703</b>	-.001	.019
CM_2	.286	-.017	<b>.589</b>	-.009	-.021
CM_7	.068	-.131	<b>.571</b>	.106	.010
CL_11	.071	.063	-.054	<b>.787</b>	-.061
CL_10	.232	.124	-.220	<b>.762</b>	-.028
CL_8	.018	-.088	.272	<b>.669</b>	.047
CL_9	-.051	-.105	.321	<b>.650</b>	.028
CL_7	.276	.010	.050	<b>.302</b>	.002
QAI4	.010	-.073	-.044	.013	<b>.897</b>
QAI3	.144	.066	-.110	-.109	<b>.779</b>
QAI5	-.022	.183	.032	.006	<b>.759</b>
QAI6	-.136	.160	.121	.019	<b>.741</b>

Extraction Method: Maximum Likelihood.

a. Rotation converged in 7 iterations.

Table 4.6 Factor correlations matrix

Factor	1	2	3	4	5
1	1.000	-.441	.769	.684	-.572
2	-.441	1.000	-.576	-.380	.635
3	.769	-.576	1.000	.747	-.602
4	.684	-.380	.747	1.000	-.547
5	-.572	.635	-.602	-.547	1.000



The final solution indicated a five factor solution (see Table 4.5 and 4.6 above). The factors were named “Cohesion (CSS)” (Factor 1), “Quality of alternatives – Loyalty (QAL)” (Factor 2), “Meaningfulness (CM)” (Factor 3), “Commitment Level (CL)” (Factor 4) and “Quality of alternatives – Independence (QAI)” (Factor 5) respectively. The scale scores for each factor were calculated. The scales were then subjected to a reliability analysis and the results are presented in Table 4.7 below.

Table 4.7 Reliability analysis

Cronbach's Alpha	N of Items
.870	23

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CM_1	101.29	187.398	.823	.856
CM_2	101.44	185.385	.784	.855
CM_4	101.33	187.075	.799	.856
CM_5	101.54	186.112	.660	.858
CM_6	101.20	191.142	.684	.860
CM_7	101.35	189.206	.665	.859
CL_7	102.03	187.805	.510	.862
CL_8	101.44	185.058	.756	.856
CL_9	101.43	184.162	.734	.856
CL_10	101.61	188.165	.604	.860
CL_11	101.46	189.355	.611	.860
QAI3	103.91	226.654	-.482	.894
QAI4	103.91	227.675	-.479	.896
QAI5	104.17	225.207	-.460	.892
QAI6	104.11	226.246	-.467	.894
CSS2	102.07	184.506	.568	.860
CSS3	102.45	180.911	.607	.858
CSS4	101.66	181.741	.778	.854
CSS5	101.66	180.541	.750	.854
CSS6	101.53	181.587	.818	.853
CSS7	101.93	176.858	.775	.852
CSS8	101.82	183.937	.592	.859
CSS9	101.52	181.398	.819	.853



The reliability for the final FCS ( $n = 23$ ;  $\alpha = 0.87$ ) and its subscales were regarded as acceptable ( $.90 > \alpha \geq .80$ ) in accordance with the guidelines provided by Maree (2007) and were used in subsequent group and correlational analyses.

In summary, the assessment of the individual items included in the aforementioned scale and the adaptations that followed have produced a more developed version of the questionnaire. The initial item pool consisted of forty-one items and subsequently twelve of these items (CL1, CL2, CL3, CL4, CL5, CL6, QAL1, QAI1, QAI2, CSS1, CM3 and CM8) were removed. The remaining twenty-three items all provided exceptional overall alpha coefficients for the main study in accordance with the recommendations of Terry and Kelley (2012).

The reliabilities of the scales were as follows: Commitment Level,  $\alpha = 0.871$ ; Cohesion,  $\alpha = 0.921$ ; Quality of Alternatives - Loyalty,  $\alpha = 0.922$ ; Quality of Alternatives – Independence,  $\alpha = 0.918$ ; and Meaningfulness,  $\alpha = 0.939$ . The patterns of correlations between the subscales appear to support the construct validity of the FCS. Scale scores were then calculated using the five factor solution obtained for the data.

### **4.3 ASSESSING THE NORMALITY OF THE FCS**

The normality of the FCS was assessed next in order to determine the nature of the data and to determine which statistical tests would be appropriate for exploring the hypotheses. Box and whisker plots illustrate how spread out the values are and the symmetry of the distribution (Maree, 2007). Box plots were generated for the Family Commitment Scale (FCS) and are presented below. These box plots indicate the distribution of scores for the subscales contained in the FCS.

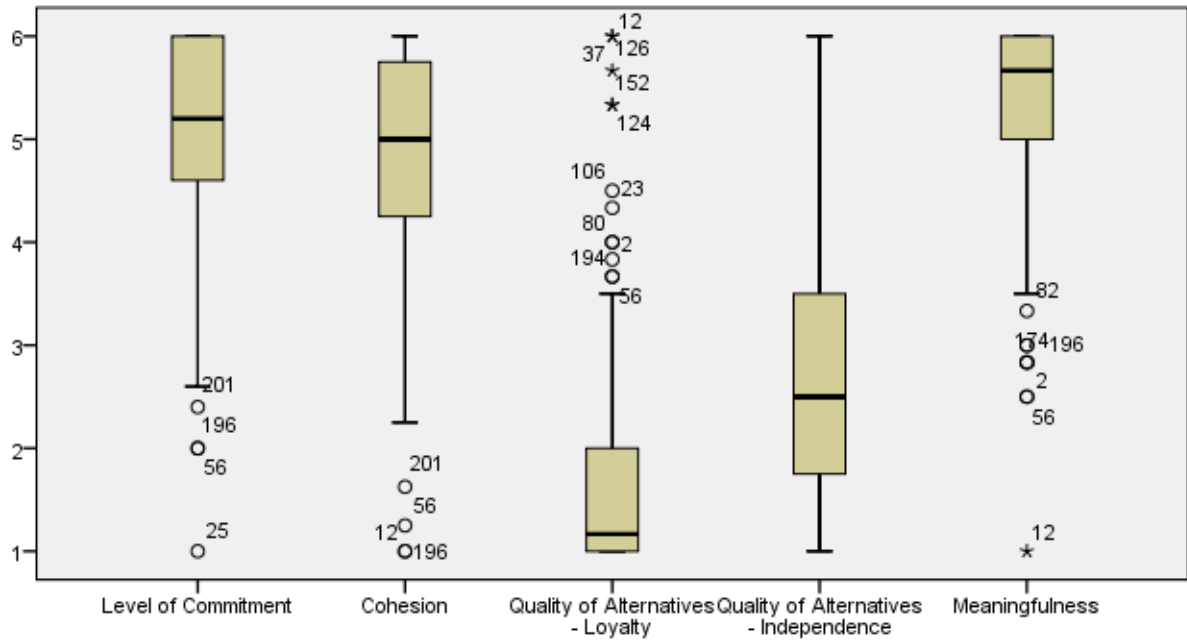


Figure 4.1 Box plots (Family Commitment Scale)

The box plots present the distribution of scores as well as any outliers. Outliers were indicated for all of the scales with the exception of the quality of alternatives - independence scale. Histograms provide a graphical representation of the frequency distribution and afford important information about the shape, spread and skew of the distribution (Maree, 2007). Histograms were used for this purpose and are illustrated in Figure 4.2.

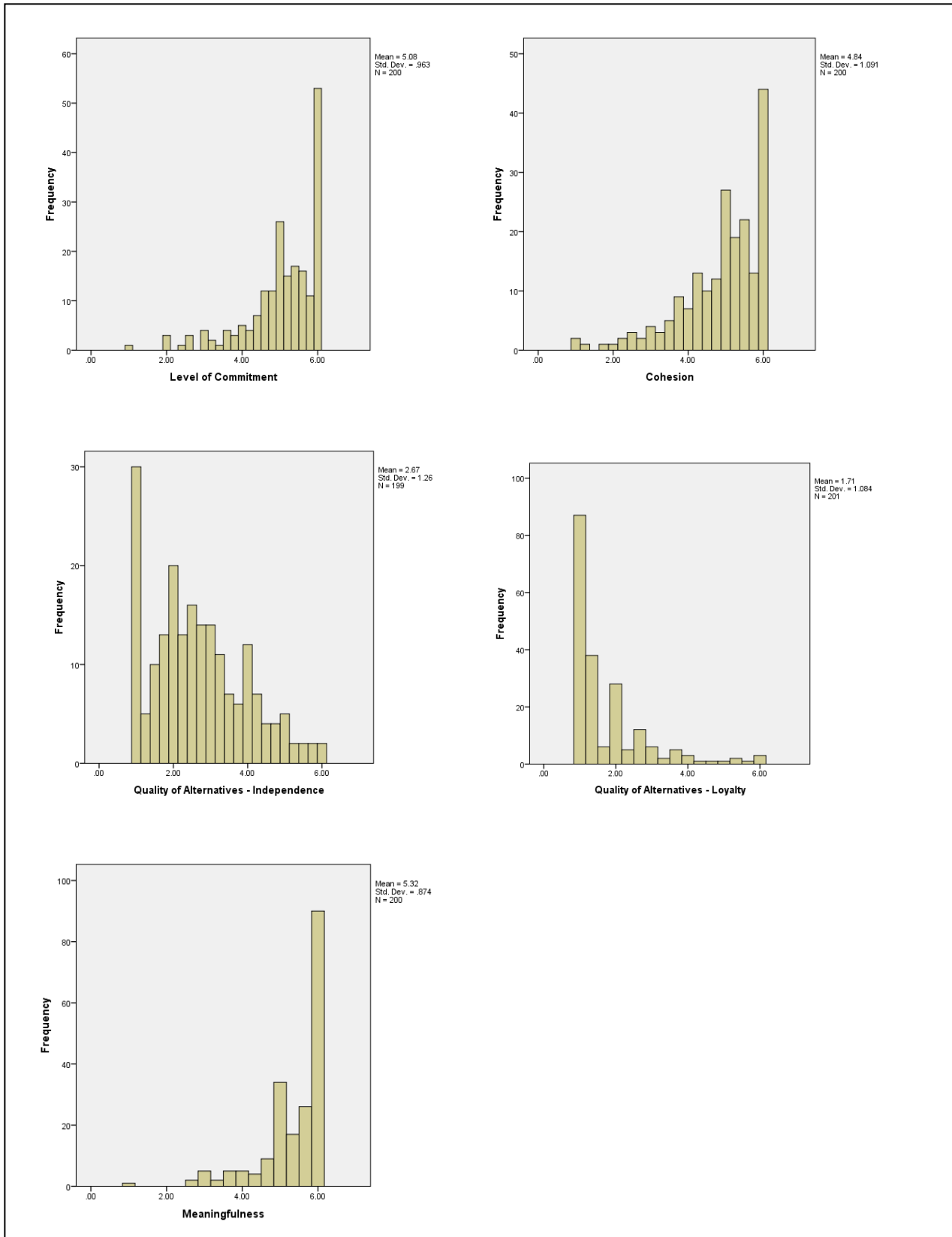


Figure 4.2 Histograms (Family Commitment Scale)



Inspections of the histograms in Figure 4.2 illustrate the study variables as being skewed. Skewness of the distribution is a measure of the extent to which a distribution deviates from symmetry (Maree, 2007). Specifically commitment level, cohesion and meaningfulness are negatively skewed, while both of the quality of alternatives scales are positively skewed. In order to assess the linearity of the FCS, scatterplots were also examined and are presented in Figure 4.3.

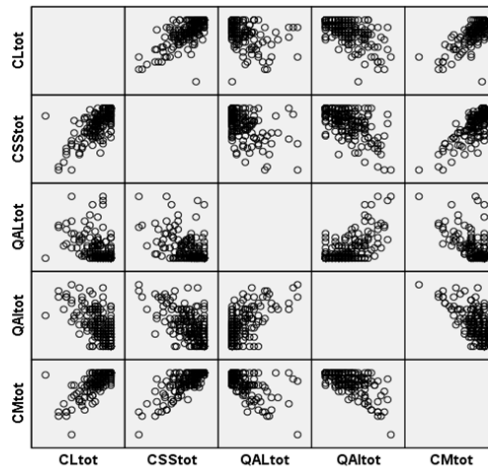


Figure 4.3 Scatterplots (Family Commitment Scale)

Both the histograms and the scatterplots indicated that the variables are skewed and that the data violates assumptions of normality (Maree, 2007). Based on the aforementioned information, I decided to explore the hypotheses stated in Chapter 3 with the use non-parametric statistical measures. The testing of the hypotheses will be discussed in section 4.5.

## 4.4 DESCRIPTIVE ANALYSIS OF MAIN STUDY DATA

### 4.4.1 Descriptive statistics of the sample

#### a) Sex and age

Table 4.8 Sex of the Sample (n=204)

Sex	<i>f</i>	%	Cumulative %
Male	38	18.6	18.6
Female	166	81.4	100.0



Table 4.9 Age of the Sample (n=204)

	Sample	Mean	SD
Age	204	20.5	1.7

The main study sample consisted of 204 adults (38, Males, 166 Females) between the ages of 18 and 25 (M= 20.5 years; SD= 1.7 years), living in Pretoria. Several survey items were included in the questionnaire (see Annexure) such as highest qualification, home language, relationship involvement and parent marital status. The purpose of the items was to further determine the profile of the sample and to explore the possible relationships between biographical variables and the mediating variables in the main study.

b) Qualifications

Table 4.10 Highest Qualification of the Sample (n=204)

	f	%	Valid %	Cumulative %
Gr 12/Senior Certificate	115	56.4	56.9	56.9
Degree/Diploma	83	40.7	41.1	98.0
Honours	4	2.0	2.0	100.0
Total	202	99.0	100.0	
Missing values	2	1.0		
Total	204	100.0		

The majority of the participants have a Grade 12/ Senior Certificate as their highest level of qualification (56.9%). Eighty-three participants have acquired a degree or diploma (40.7%) while a small portion of the participants (about 2%) have postgraduate qualifications.

c) Romantic relationships

Table 4.11 and 4.12 provide the frequencies and percentages relating to participant involvement in (romantic) relationships and the nature of these relationships.

Table 4.11 Involved in a relationship (n=204)

	f	%	Valid %	Cumulative %
Yes	112	54.9	55.2	55.2
No	91	44.6	44.8	100.0
Total	203	99.5	100	
Missing values	1	0.5		
Total	204	100.0		



Table 4.12 *Description of relationship (n=204)*

	<i>f</i>	%	Valid %	Cumulative %
Casual	21	10.3	18.8	18.8
Committed	90	44.1	80.4	99.1
Other	1	0.5	0.9	100
Total	112	54.9	100	
Missing values	92	45.1		
Total	204	100.0		

Slightly over half of the sample (54.9%) reported being involved in a relationship. From the total sample, ninety participants (44.1%) indicated that they were in committed relationships, while 10% of the participants reported being involved in relationships that could be described as casual. The questions regarding involvement in a romantic relationship were relevant because romantic relationships represent an alternative to one’s family of origin (with quality of alternatives being a variable under exploration in the main study). Given that such a relationship provides an alternate relationship, it may thus influence the extent to which young adults report feeling committed towards their family.

d) Family relationships

Table 4.13 *Parental marital status (n=204)*

	<i>f</i>	%	Valid %	Cumulative %
Married	129	63.2	65.5	65.5
Separated	25	12.3	12.7	78.2
Divorced	17	8.3	8.6	86.8
Remarried	8	3.9	4.1	90.9
Deceased	18	8.8	9.1	100.0
Total	197	96.6	100.0	
Missing value	7	3.4		
Total	204	100		

Table 4.13 presents “Parental marital status” which refers to whether the participants’ parents were married or unmarried. The table shows that the majority of participants indicated that their parents were married (63.2%). Conversely, there were not as many reports of parents who are separated (12.3%), divorced (8.3%), remarried (3.9%), or deceased (8.8%) in the sample.



Table 4.14 Description of relationship with parents (n=204)

	f	%	Valid %	Cumulative %
Uncomplicated supportive	85	41.7	42.1	42.1
Complicated tense	14	6.9	6.9	49.0
Distant Uninvolved	14	6.9	6.9	55.9
Close involved	89	43.6	44.1	100.0
Total	202	99	100.0	
Missing value	2	1.0		
Total	204	100		

With regards to the way participants described their relationships with their parents (see Table 4.14), there were almost even numbers of participants who either reported uncomplicated supportive relationships with their parents (41.7%) or close involved relationships (43.6%). Of the remaining participants, an even number of them reported either complicated tense (6.9%) or distant uninvolved (6.9%) relationships with their parents. As discussed in Chapter 2, South African families take on varying family forms and thus it was pertinent in the present study to include survey items pertaining to parent marital status and the relationships that one holds with their parents because the nature of the family structure may play a role in the level and type of commitment that young adults report regarding their families.

## 4.5 HYPOTHESES TESTING

### 4.5.1 Hypothesis 1: Independence of Samples

Null Hypothesis $H_0 : \mu_{1,2} = 0$	Alternative Hypothesis $H_1 : \mu_{1,2} \neq 0$
There is no significant difference between subgroups (sex, relationship involvement and description of relationship) in terms of the study variables (commitment level, cohesion, quality of alternatives and meaningfulness).	There is a statistically significant difference between subgroups (sex, relationship involvement and description of relationship) in terms of the study variables (commitment level, cohesion, quality of alternatives and meaningfulness).

To examine the research question of the main study, several sets of hypotheses were formulated (as described in Chapter 3). These hypotheses will be analysed in the following section. It should be noted that the decision to examine the hypotheses with the use of non-parametric statistical tests, was influenced by the fact that the main study data was non-normally distributed.



To investigate the first hypothesis, the Mann-Whitney U test was utilised. The Mann-Whitney U test is a non-parametric equivalent of the t-test and it is based on ranks ‘comparing the number of times a score from one of the samples is ranked higher than a score from the other sample’ (Cohen, Manion & Morrison, 2007, p. 553).

Table 4.15 Mean ranks and test statistics for the family commitment scale (sex)

Mean Ranks				
	Sex	N	Mean Rank	Sum of Ranks
Level of Commitment	Male	37	87.50	3237.50
	Female	163	103.45	16862.50
	Total	200		
Cohesion	Male	35	96.67	3383.50
	Female	165	101.31	16716.50
	Total	200		
Quality of Alternatives - Loyalty	Male	36	117.35	4224.50
	Female	165	97.43	16076.50
	Total	201		
Quality of Alternatives - Independence	Male	37	112.95	4179.00
	Female	162	97.04	15721.00
	Total	199		
Meaningfulness	Male	36	88.18	3174.50
	Female	164	103.20	16925.50
	Total	200		

Test Statistics <sup>a</sup>					
	Level of Commitment	Cohesion	Quality of Alternatives - Loyalty	Quality of Alternatives - Independence	Meaningfulness
Mann-Whitney U	2534.500	2753.500	2381.500	2518.000	2508.500
Wilcoxon W	3237.500	3383.500	16076.500	15721.000	3174.500
Z	-1.531	-.433	-1.944	-1.521	-1.457
Asymp. Sig. (2-tailed)	.126	.665	.052	.128	.145

a. Grouping Variable: Sex

When the Mann-Whitney U statistic was calculated to determine whether the variable of sex (Table 4.15) made any statistically significant difference to level of commitment ( $U = 2534.500$ ,  $\rho = 0.126$ ), no statistically significant difference was found. Additionally there was no statistically significant difference for cohesion ( $U = 2753.500$ ,  $\rho = 0.665$ ), quality of alternatives – loyalty ( $U = 2381.500$ ,  $\rho = 0.052$ ),



quality of alternatives – independence ( $U = 2518.000$ ,  $\rho = 0.128$ ) and meaningfulness ( $U = 2508.500$ ,  $\rho = 0.145$ ).

Table 4.16 Mean ranks and test statistics for the family commitment scale (relationship involvement)

Mean Ranks				
	Relationship Involvement	N	Mean Rank	Sum of Ranks
Level of Commitment	Yes	112	95.08	10649.50
	No	87	106.33	9250.50
	Total	199		
Cohesion	Yes	110	95.03	10453.50
	No	89	106.14	9446.50
	Total	199		
Quality of Alternatives - Loyalty	Yes	110	102.25	11247.00
	No	90	98.37	8853.00
	Total	200		
Quality of Alternatives - Independence	Yes	108	99.54	10750.50
	No	90	99.45	8950.50
	Total	198		
Meaningfulness	Yes	111	96.59	10721.00
	No	88	104.31	9179.00
	Total	199		

Test Statistics <sup>a</sup>					
	Level of Commitment	Cohesion	Quality of Alternatives - Loyalty	Quality of Alternatives - Independence	Meaningfulness
Mann-Whitney U	4321.500	4348.500	4758.000	4855.500	4505.000
Wilcoxon W	10649.500	10453.500	8853.000	8950.500	10721.000
Z	-1.382	-1.358	-.493	-.011	-.971
Asymp. Sig. (2-tailed)	.167	.174	.622	.991	.332

a. Grouping Variable: Relationship Involvement

The Mann-Whitney U analyses showed no significant differences for *relationship involvement* (Table 4.16) on the following variables: level of commitment ( $U = 4321.500$ ,  $\rho = 0.167$ ), cohesion ( $U = 4348.500$ ,  $\rho = 0.174$ ), quality of alternatives – loyalty ( $U = 4758.000$ ,  $\rho = 0.622$ ), quality of alternatives – independence ( $U = 4855.500$ ,  $\rho = 0.991$ ) and meaningfulness ( $U = 4505.000$ ,  $\rho = 0.332$ ).



Table 4.17 Mean ranks and test statistics for the family commitment scale (description of relationship)

Mean Ranks				
	Description of relationship	N	Mean Rank	Sum of Ranks
Level of Commitment	Casual	21	59.29	1245.00
	Committed	90	55.23	4971.00
	Total	111		
Cohesion	Casual	20	55.28	1105.50
	Committed	89	54.94	4889.50
	Total	109		
Quality of Alternatives - Loyalty	Casual	21	74.38	1562.00
	Committed	88	50.38	4433.00
	Total	109		
Quality of Alternatives - Independence	Casual	21	57.10	1199.00
	Committed	86	53.24	4579.00
	Total	107		
Meaningfulness	Casual	20	58.18	1163.50
	Committed	90	54.91	4941.50
	Total	110		

Test Statistics <sup>a</sup>					
	Level of Commitment	Cohesion	Quality of Alternatives - Loyalty	Quality of Alternatives - Independence	Meaningfulness
Mann-Whitney U	876.000	884.500	517.000	838.000	846.500
Wilcoxon W	4971.000	4889.500	4433.000	4579.000	4941.500
Z	-.525	-.043	-3.234	-.512	-.424
Asymp. Sig. (2-tailed)	.600	.966	.001	.609	.671

a. Grouping Variable: Description of relationship

Analyses indicated no significant differences for *description of relationship* (Table 4.17) on most of the study variables and therefore the null hypothesis could be accepted for these study variables (level of commitment, cohesion, quality of alternatives – independence and meaningfulness). The only exception came with quality of alternatives- loyalty and the null hypothesis was thus rejected in favour of the alternative hypothesis.



#### 4.5.2 Hypothesis 2: Analysis of Variance

Null Hypothesis $H_0: \mu_a = \mu_b = \mu_c$	Alternative Hypothesis $H_1: \mu_a \neq \mu_b \neq \mu_c$
There are no statistically significant differences between various subgroups (home language, parents' marital status and relationship with parents) in terms of meaningfulness and commitment to the family of origin.	There are statistically significant differences between various subgroups (home language, parents' marital status and relationship with parents) in terms of meaningfulness and commitment to the family of origin.

The Kruskal-Wallis H for k-independent samples was used to test this hypothesis. The Kruskal-Wallis H is a non-parametric equivalent of analysis of variance and it is used in the case of three or more independent samples (Cohen, Manion & Morrison, 2007). A Kruskal-Wallis statistic was calculated to determine whether language (Table 4.18) and the marital status of parents (Table 4.19) would differ significantly in terms of meaningfulness and commitment to the family of origin.

Table 4.18 Mean ranks and test statistics for the family commitment scale (language)

Mean Ranks			
	Language	N	Mean Rank
Level of Commitment	Afrikaans	97	97.62
	English	45	107.20
	African Language	57	99.95
	Total	199	
Cohesion	Afrikaans	98	99.17
	English	45	112.89
	African Language	56	101.03
	Total	199	
Quality of Alternatives - Loyalty	Afrikaans	96	93.62
	English	46	98.59
	African Language	58	114.15
	Total	200	
Quality of Alternatives - Independence	Afrikaans	95	107.97
	English	45	92.14
	African Language	58	84.91
	Total	198	
Meaningfulness	Afrikaans	98	93.01





English	46	113.98
African Language	55	97.64
Total	199	

**Test Statistics<sup>a,b</sup>**

	Level of Commitment	Cohesion	Quality of Alternatives - Loyalty	Quality of Alternatives - Independence	Meaningfulness
Chi-Square	5.676	8.745	10.290	10.365	8.258
df	10	10	10	10	10
Asymp. Sig.	.842	.556	.415	.409	.604

a. Kruskal Wallis Test

The Kruskal-Wallis analyses for language proved non-significant for all groups on all scales (level of commitment, cohesion, quality of alternatives – loyalty, quality of alternatives – independence and meaningfulness). The null hypothesis was therefore retained.

Table 4.19 Mean ranks and test statistics for the family commitment scale (marital status of parents)

	Marital status of parents	N	Mean Rank
Level of Commitment	Married	127	101.94
	Separated	25	81.52
	Divorced	17	94.21
	Remarried	7	55.00
	Deceased	17	102.97
	Total	193	
Cohesion	Married	128	103.56
	Separated	24	83.52
	Divorced	17	83.44
	Remarried	7	64.64
	Deceased	17	93.53
	Total	193	
Quality of Alternatives – Loyalty	Married	127	90.54
	Separated	25	101.98
	Divorced	17	117.50
	Remarried	7	116.93
	Deceased	18	113.97
Total	194		
Quality of Alternatives - Independence	Married	125	93.80
	Separated	25	106.42



	Divorced	17	94.38
	Remarried	7	116.79
	Deceased	18	95.56
	Total	192	
	Married	129	101.00
	Separated	24	81.88
Meaningfulness	Divorced	17	85.44
	Remarried	7	74.79
	Deceased	16	109.44
	Total	193	

Test Statistics <sup>a,b</sup>					
	Level of Commitment	Cohesion	Quality of Alternatives - Loyalty	Quality of Alternatives - Independence	Meaningfulness
Chi-Square	7.265	6.632	7.286	2.067	5.399
df	4	4	4	4	4
Asymp. Sig.	.123	.157	.122	.723	.249

a. Kruskal Wallis Test

b. Grouping Variable: Marital status of parents

Analyses pertaining to parental marital status demonstrated no significant differences for any of the study variables and thus the null hypothesis was accepted. Identical analyses were conducted to determine whether relationship with the parents (Table 4.20) had an influence on meaningfulness and commitment to the family of origin.

Table 4.20 Mean ranks and test statistics for the family commitment scale (relationship with parents)

Mean Ranks			
	Relationship with parents	N	Mean Rank
Level of Commitment	Uncomplicated and supportive	83	92.66
	Complicated and Tense	13	73.46
	Distant and uninvolved	14	54.00
	Close and involved	88	117.03
	Total	198	
Cohesion	Uncomplicated and supportive	85	94.38
	Complicated and Tense	13	76.46



	Distant and uninvolved	14	47.25
	Close and involved	86	116.55
	Total	198	
	Uncomplicated and supportive	84	100.57
Quality of Alternatives - Loyalty	Complicated and Tense	14	119.64
	Distant and uninvolved	14	140.29
	Close and involved	87	89.80
	Total	199	
	Uncomplicated and supportive	84	110.44
Quality of Alternatives - Independence	Complicated and Tense	14	101.21
	Distant and uninvolved	14	149.46
	Close and involved	85	79.02
	Total	197	
	Uncomplicated and supportive	84	93.01
Meaningfulness	Complicated and Tense	14	93.43
	Distant and uninvolved	14	57.93
	Close and involved	86	113.60
	Total	198	

**Test Statistics<sup>a,b</sup>**

	Level of Commitment	Cohesion	Quality of Alternatives - Loyalty	Quality of Alternatives - Independence	Meaningfulness
Chi-Square	21.417	22.202	12.231	24.989	14.734
df	3	3	3	3	3
Asymp. Sig.	.000	.000	.007	.000	.002

a. Kruskal Wallis Test

b. Grouping Variable: Relationship with parents

The above analysis (relationship with parents) indicated statistically significant differences for all scale means for the five groups. The null hypothesis was thus rejected in favour of the alternative hypothesis.



### 4.5.3 Hypothesis 3: Correlations

Null Hypothesis $H_0 : \rho_{xy} = 0$	Alternative Hypothesis $H_1 : \rho_{xy} \neq 0$
There is no statistically significant relationship between commitment level, cohesion, quality of alternatives and meaningfulness.	There is a statistically significant relationship between commitment level, cohesion, quality of alternatives and meaningfulness.

The third null hypothesis posited that there are no statistically significant relationships between commitment level, cohesion, quality of alternatives and meaningfulness. Pearson's Correlation Coefficient was conducted in order to examine the hypothesis (Table 4.22).

Table 4.21 Means and standard deviations for the family commitment scale

	Mean	Std Deviation	N
CLtot	5.0820	.96287	200
CSStot	4.8388	1.09099	197
QALtot	1.7106	1.08442	201
QAltot	2.6696	1.25999	199
CMtot	5.3208	.87364	200

Table 4.22 Pearsons correlations for the family commitment scale

		CLtot	CSStot	QALtot	QAltot	CMtot
CLtot	Correlation Coefficient	1.000	.732**	-.419**	-.570**	.763**
	Sig. (2-tailed)	.	.000	.000	.000	.000
	N	200	197	198	196	197
CSStot	Correlation Coefficient		1.000	-.448**	-.565**	.789**
	Sig. (2-tailed)		.	.000	.000	.000
	N		197	198	196	198
QALtot	Correlation Coefficient			1.000	.648**	-.553**
	Sig. (2-tailed)			.	.000	.000
	N			201	197	198
QAltot	Correlation Coefficient				1.000	-.620**
	Sig. (2-tailed)				.	.000
	N				199	196
CMtot	Correlation Coefficient					1.000
	Sig. (2-tailed)					.
	N					200

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson's correlation (Table 4.22) was conducted on all the major indices including: Commitment Level (CL), Cohesion (CSS), Quality of alternatives - Loyalty



(QAL), Quality of alternatives - Independence (QAI) and Meaningfulness (CM). All of the correlations followed the expected directions. To be more specific commitment level (CL) was expected to correlate positively with cohesion (CSS) and meaningfulness (CM), while showing an inverse correlation with both quality of alternatives scales (QAL and QAI). Not only did commitment level demonstrate all of the expected correlations (in the anticipated directions) but additionally all correlations between family commitment level and its hypothesised determinants were significant at the 0.01 level.

#### **4.6 SUMMARY OF THE CHAPTER**

In this chapter the process of scale development for the Family Commitment Scale was described in relative detail, descriptive data pertaining to the main study were presented and the hypotheses which were formulated for this study were explored through various statistical procedures. In Chapter 5, the quantitative results that were presented in this chapter will be discussed in further detail.



## CHAPTER 5

### DISCUSSION OF RESULTS, CONTRIBUTION, LIMITATIONS AND RECOMMENDATIONS

**“Success comes from having meaning in your life, doing what you love and being passionate about what you do. That's having a life of success. When you have the ability to do what you love, love what you do and have the ability to impact people, that's what having a life of meaning is.”**

**— Tim Tebow**

#### 5.1 INTRODUCTION

In Tim Tebow's (2011) autobiography about his life as a sportsman, he talks about various areas of his life and how having meaning in those areas has been fundamental to his apparent success. While the success that he speaks of is seemingly focused towards careers, what he actually attempts to point out is that meaning as a motivational factor can be extended to all of the various domains of one's life including family.

In the present study I investigated meaningfulness as a predictor of intergenerational commitment with the primary research question, “How can commitment be measured in the context of family relationships?” Consistent with previous commitment literature, I adopted a quantitative methodological approach which was based on a positivist paradigm. The sample consisted of young adults at a higher education institution in Pretoria and the participants were selected through a process of random cluster sampling. Data collection took place through the administration of the Family Commitment Scale which was adapted from the Investment Model Scale (Rusbult, 1980). A new scale to measure the construct of meaningfulness, was added to the Family Commitment Scale in an attempt to explore whether meaningfulness would be a better predictor of family commitment than satisfaction, quality of alternatives and investment. The reliability of the Family Commitment Scale in the pilot study was examined ( $n = 111$ ) with results indicating an Alpha coefficient of 0.80 for the full scale and 0.87 for the Meaningfulness Scale. The



statistical analyses which were conducted in the main study were done with the expressed purpose of examining the research question and hypotheses. The findings of the present study contribute to the established body of commitment literature by underlining the potential usage of the Invest Model Scale in non-romantic contexts and providing an instrument which can reliably measure commitment in the context of family relationships. Meaningfulness is also highlighted as a significant motivational feature behind family commitment processes.

## **5.2 DISCUSSION OF MAIN FINDINGS**

In the present study, the patterns of correlations between subscales provided an indication of the extent to which the investment model of commitment was preserved in a family context. The findings from the present study confirmed the anticipated pattern of correlations that were illustrated in the theoretical framework presented in Chapter 2 and provided evidence that a strong relationship exists between meaningfulness and family commitment. Furthermore meaningfulness proved to be more reliable than satisfaction, quality of alternatives and investment in its ability to predict the reported strength of commitment to the family of origin. The findings are unsurprising when one considers that the Family Commitment Scale can be conceptualised somewhat differently from the investment model given the contexts in which they were developed.

As discussed in Chapter 2, satisfaction, quality of alternatives and investment may be relevant constructs for explaining commitment in various contexts, however an argument could be made here that they are not wholly sufficient for describing family relationships. For example, satisfaction is perhaps not the best descriptor of how one feels about a family relationship. As discussed by Foster (2008), in a romantic context, when an individual is dissatisfied with a relationship they can choose to bring an end to a relationship or at the very least they will not feel very committed to the relationship. Human-Vogel (2013) however contends that within a family context an individual can be dissatisfied with a relationship and still feel committed to that relationship, which is presumably because family commitments involve a longer term orientation than most romantic involvements and there may be a feeling of responsibility that accompanies that relationship. Satisfaction in particular has been



a reliable predictor of commitment in previous research into romantic relationships however in the present study meaningfulness proved to be the most reliable predictor of family commitment. Furthermore, meaningfulness appears to have accounted for the expected relationship that has been associated between satisfaction and commitment in previous commitment literature (for example, Rusbult, Martz & Agnew, 1998). When one considers that meaningfulness is more of a eudaimonic construct (as discussed in Chapter 2) than satisfaction and can be associated with a longer term orientation to a relationship than satisfaction, such a finding could be anticipated. Human-Vogel (2013) suggested that commitments sometimes have to be maintained in times of little satisfaction and as such I argue that meaningfulness may be one particular construct that can explain why we do not abandon our commitments. Therefore I conclude that the difference in the role which satisfaction plays in mediating romantic commitment versus family commitment, gives further credibility to the notion of romantic commitment as being best explained from a hedonic viewpoint, while family commitment is more eudaimonic in nature. As such the construct of satisfaction was retained in present study but looked at from a different perspective to previous commitment research.

Mac Con (2007) and Walsh (2003) have pointed out that family cohesion is an important feature for families especially during periods of transition and cohesion in the family context implies close relationships which bind the family together over an extended period of time. Cohesion as a construct seems to fit Ryan and Deci's (2001) conceptualisation of eudaimonia whereby wellbeing is distinct from happiness and satisfaction. The Family Commitment Scale can perhaps then be better conceptualised by the levels of cohesion that characterise family bonds and the extent to which family members feel that they are supported in terms of their authentic expression of self. Thus in the present study the sub-scales of the family commitment questionnaire were renamed (cohesion, quality of alternatives – independence and quality of alternatives – loyalty) to more precisely reflect family commitment. It should be noted that analyses indicated that construct validity of the Family Commitment Scale was high and highlighted the scale's multicultural applicability as well. With so many different cultures represented in South Africa and the knowledge that differing cultures often take on differing family forms and experiences (as discussed in Chapters 1 and 2), it was important in the present





study to explore whether language had any influence on how family relationships are perceived. Le and Agnew's (2003) meta-analysis of the Investment Model Scale has indicated that while previous research has examined commitment in relation to independent factors such as "sex", there does not appear to be much research on the influence that home language of participants may have on commitment and its determinants. While there was no available research to provide a concrete theoretical background on the influence of language, I hypothesised that home language would not have any significant difference because family commitment is a concept which is universally promoted (Congress, 2004). The analyses of the present study confirmed my hypothesis in that there were no differences between the language groups (Afrikaans, English and African Languages) as they related to commitment and meaningfulness. Based on the high reliability, validity and multicultural applicability, the present study thus concludes that the adapted Family Commitment Scale is an appropriate measure of commitment in the context of families.

Further Mann-Whitney U and Kruskal-Wallis analyses were conducted to test subgroup differences and for the most part the statistical analyses proved to be non-significant. A possible explanation for the lack of differences could be that a fairly homogenous sample was surveyed for the present study and subsequently they may share similar viewpoints and experiences (Maree, 2007). There was however one particular exception which was very interesting. A considerable amount of research (for example, Brown, 2010; Sweeney, 2010) on families have discussed that parental marital status is integral to the well-being and development of children. Accordingly I felt that it may be beneficial to investigate whether the marital status of one's parents and one's relationships with their parents would have a mediating effect on commitment. Brown (2010) discusses how the family structure has a strong connection to child outcome and based on her findings I expected that both marital status and parent-child relationship would be key features in the shaping of commitment processes. It is interesting to note that while parental marital status had no significant influence on commitment level, the nature of the parent-child relationship did.

Young adults with "close and involved" relationships with their parents experienced



significantly higher levels of commitment, cohesion and meaningfulness with their families. Conversely those with “distant/uninvolved” and “complicated/tense” relationships with their parents have a significantly stronger set of alternatives to their families. The significant correlation between parent-child relationships and commitment gives some support to Brown’s (2010) suggestions that family relationships can influence the perceptions and outcomes of children transitioning into different stages of life. The implications of the present findings are that young adults who experience more meaningful relationships with their parents are more likely to feel motivated to commit to those relationships. Furthermore when the relationship has a negative association, the commitment levels of young adults decrease because they do not feel that the relationship is meaningful and are thus more likely to favour various alternatives to their family. Ryan and Deci (2008) reason that subjective well-being is enhanced when enhanced positive affect is increased and negative affect is decreased. While it could be argued that subjective well-being is a hedonic concept (and the focus of the present study is on meaningfulness as a eudaimonic construct), Ryan and Deci (2008) point out that there is overlap between hedonia and eudaimonia. More specifically, a person experiencing eudaimonia may also have their well-being enhanced through the experience of positive affect. Thus as a result of positive family relationships, young adults perceive those relationships as meaningful and they experience volition to choose to commit to those relationships. I argued in previous chapters that young adults would not demonstrate strong family commitment, if they did not also assign a degree of meaningfulness to their family relationships. The important finding regarding parent-child relationships appears to give some credence to that argument.

## **5.3 CONTRIBUTION OF THE STUDY**

### **5.3.1 Theoretical contributions**

One of the major gaps in South African research appears to be in the area of family commitment, where literature appears to be very limited. While international research has traditionally adopted a dyadic view of family commitment whereby family commitment has been looked at in relation to work and/or marital roles, there does not appear to be any available literature which looks specifically into the



determinants of family commitment for individual family members. Previous research has alluded to the potential significance in examining commitment, not as a dyadic but rather a family-level variable. The relevance of researching the family dynamic particularly in a South African context is significant because family structures are becoming increasingly unstable and as Holborn and Eddy (2011) point out, family instability been related to concerning issues such as poor adult outcomes.

The present research contributes to literature concerned with the well-being of family units and individual family members by enhancing our knowledge of protective factors that may facilitate healthy transitions into adulthood. The finding regarding the influence of parent-child relationships on the commitment processes that pertain to young adults is very important. While there is considerable research on the importance of child/parent relationships (for example, Magnuson & Berger, 2009; Brown, 2010), such family research has been limited to how those relationships are experienced in earlier childhood. The focus of the present study however has been on the perceptions of young adults and I am not aware of any extensive commitment literature which has specifically looked at the descriptions that young adults provide regarding their family relationships. Beaujot and Ravanera's (2008) research into the transitions of family members into adulthood is one such exception, although the research took place with in a Canadian context. For the purposes of the present study where we are looking at how young adults perceive their family relationships, the relationship descriptions of young adults become essential. Furthermore, the discovery of the impact that such relationships have on commitment processes provides support for the suggestions of researchers such as Mac Con (2006), who have maintained that negative parent-child dynamics may provide explanations for unhealthy adjustments for individuals progressing into other social contexts.

Research conducted by Human-Vogel (2013) has taken such an approach and has looked at the facets of family commitment and how family commitment relates to self-regulation principles. The present study builds on self-regulation research by highlighting the strength of family commitments as a resource in a person's life despite the various alternatives to their families (such as academics, work and romantic involvements) and how meaningfulness is an integral piece of the commitment process. Furthermore, the present study has supported previous



findings of commitment researchers such as Rusbult, Martz and Agnew (1998) who have found that gender and language groups demonstrate minimal differences in commitment level. Family commitment does not appear to be influenced by nominal characteristics so much as by the cohesiveness and connectedness that is experienced within the family. As such the exploration of the determinants of commitment within the present study may strengthen decade's worth of research and may yield beneficial findings into how to promote positive family relationships as a protective factor for individuals undergoing the transition into young adulthood.

### 5.3.2 Methodological contributions

The present study also contributes to commitment research on an international scale as far as the measurement of family commitment is concerned. The majority of studies to date have utilised the Investment Model Scale to assess commitment within romantic contexts (for example, Rodrigues & Lopes, 2013). Researchers however such as Le and Agnew (2003) and Rusbult, Martz and Agnew (1998), have discussed that several research findings suggest that the Investment Model Scale is not exclusively applicable to romantic contexts. Thus in the present study, extending Investment Model research to explore another form of commitment (in the form of family commitment) has provided measure that is functional beyond the measurement of romantic commitment and into the realm of non-romantic contexts. Furthermore, a study conducted by Rodrigues and Lopes (2013) suggested that use of the investment model in non-romantic contexts should ensure high reliability and validity of the instrument and in the present study the measure proved to be high in both internal consistency and validity (construct, convergent and discriminant).

Furthermore, it should be noted that the Family Commitment Scale presents a level of multicultural applicability. Past research into the usage of the investment model, does not appear to have looked into differences among language groups and as expected in the present study there appeared to be no differences. The sample in the present study was very small however and non-representative of the broader population of young adults in the country and thus it may need to be employed on a larger scale in order to draw any further inferences about the instrument's multicultural usage.



As discussed previously, the development of the new instrument has been of particular significance in that the addition of the meaningfulness scale has provided a new dimension to commitment research. The meaningfulness scale has provided a construct which not only correlates highly with commitment but which also provides a more reliable predictor of commitment than those already established constructs associated with the investment model. The identification of meaningfulness as a motivational factor in the maintenance of commitment levels, serves as both an important theoretical and methodological contribution.

### 5.3.3 Practical contributions

The context in which families function has an influence on family life in the sense that society presents certain challenges and in the present study I have acknowledged the different types of challenges that face modern families as well as the protective factors that one can associate with committed families. With families acting as the initial primary socialising feature in an individual's life, it becomes important to understand the transition to young adulthood which is characterised as a time of change and identity exploration (Friedman & Weissbord, 2005). Accordingly one rationale for the present study was to try to examine how young adults' perceive family and whether it is important for those relationships to be meaningful.

The present study provides contributions to helping professionals either working with young adults who are presently dealing with unfavourable circumstances in their lives or working with families where young adult family members are experiencing challenges to commitment. For psychologists working within the domain of family therapy, it is hugely beneficial to have knowledge of the motivational features (such as meaningfulness) that can maintain and strengthen commitment to the family. Those that follow an Adlerian therapeutic approach for instance, are key beneficiaries as they are particularly interested in the dynamics of family interactions (Carlson, Watts & Maniaci, 2006). As pointed out by Carlson, Watts and Maniaci (2006), the Adlerian therapeutic approach is educational by nature and as such may be strengthened with the knowledge of which faulty perceptions need to be addressed and in encouraging meaningful social interactions with family members as a protective factor in everyday life.



As the findings from the present study suggest, young adults are unlikely commit to something if they do not also assign a degree of meaningfulness to it. As such therapeutic goals should be established in collaboration with the family unit as a whole. When sessions proceed in such a manner, the goals and outcomes of the sessions are more likely to be perceived as meaningful (Carlson, Watts & Maniacci, 2006). It should be noted that further research may be needed into how protective factors such as family belief system mediate the relationship between meaningfulness and commitment. As Carlson, Watts and Maniacci (2006) point out, shared belief systems promote identification with the family unit and allow family members to strengthen their sense of self through the meanings they give to situations. As such I argue that shared belief systems may have an influence on the strength of the commitment which young adults report having with their family of origin.

#### **5.4 LIMITATIONS AND CAVEATS**

In evaluating the present study, several limitations were identified. The present study placed a focus on young adults and their commitment to their family of origin. Subsequently, in order to access a sufficient number of participants for the study, a random cluster sample was employed at the University of Pretoria with a population of education students. As a result of the narrow sample frame that was used, the sample may not be generalisable to the broader South African population. Evidence that the sample was not fully representative of the broader South African population was particularly evident when one considers that 48% of sample participants speak Afrikaans as a home language (a minority language in South Africa according to Statistics South Africa, 2011). Thus, it should be noted that the results of the main study have only been presented for the purposes of making inferences about the sample of respondents used in the present study and have not be used for the purposes of generalising to other populations. Another possible limitation was that the sample size used in the main study ( $n = 204$ ) was reasonably small for a survey based study. Subsequently the small sample size may have limited the statistical findings in particular when looking at important group comparisons concerning features such as language and parental marital status.



It should also be mentioned that a question on the biographical section of the questionnaire which asked participants “what is the highest qualification you have completed?” may have been misunderstood. The mean age of the sample was 20.5 years and students were surveyed across two undergraduate modules consisting of a second year and third year cohort at a university. Given that most undergraduate degrees involve at least three years of study to complete a degree, it is conceivable that of the 40.7% that indicated having a degree as their highest level of qualification, a subset of that group may have incorrectly interpreted the question.

## **5.5 RECOMMENDATIONS FOR FUTURE STUDIES**

The reliability of the Family Commitment Scale was acceptable and the correlations between the constructs were pleasing. It is however recommended that researchers conducting any future studies in the area of family commitment, consider sampling a more diverse population in order to assess the cross-cultural applicability of the scale. While the present study found no significant differences between language groups, it may be beneficial to sample a population which includes more participants with an African home language background as such groups represent a broader majority of South Africans than has been represented in the present study.

There does appear to be a connection between the type of relationship one has with their parents and the extent to which participants reported experiencing meaningful family relationships and being committed to those relationships. Further research into the exact relationship between meaningfulness and family commitment may yield interesting findings.

The present study provided correlational analyses which indicated certain associations between study variables. These findings were presented without making any inferences regarding the specific nature of these relationships. It is suggested that future studies seek to enhance our understandings of these relationships, particularly as they pertain to meaningfulness and commitment to the family of origin. Additionally it may be beneficial to explore to whether having meaningful family relationships has any influence upon the extent to which young adults perceive their non-familial relationships as being meaningful in nature.



## 5.6 SUMMARY OF THE CHAPTER

In Chapter 5 the findings of the present study were discussed against the background of commitment literature reviewed in earlier chapters. The contribution of the study to the existing body of commitment literature was also discussed, along with a disclosure of the limitations that pertained to present research. The chapter concluded with a discussion of the recommendations for researchers, clinicians and other helping professionals.





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# APPENDICES



## APPENDIX A

### Ethical Clearance Certificate



UNIVERSITEIT VAN PRETORIA  
 UNIVERSITY OF PRETORIA  
 YUNIBESITHI YA PRETORIA  
 Faculty of Education

#### RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**DEGREE AND PROJECT**

**INVESTIGATOR(S)**

**DEPARTMENT**

**DATE CONSIDERED**

**DECISION OF THE COMMITTEE**

**CLEARANCE NUMBER :**

EP 08/05/03

M.Ed  
 Meaningfulness as a predictor of intergenerational commitment  
 Mikhail Jansen  
 Educational Psychology  
 29 November 2013  
 APPROVED

Please note:

*For Masters applications, ethical clearance is valid for 2 years*

*For PhD applications, ethical clearance is valid for 3 years.*

**CHAIRPERSON OF ETHICS  
 COMMITTEE**

Prof Liesel Ebersöhn

**DATE**

29 November 2013

**CC**

Jeannie Beukes  
 Liesel Ebersöhn  
 Dr S Human-Vogel

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



## APPENDIX B

### Letter of Informed Consent and Family Commitment Scale Questionnaire



Faculty of Education

Dear Participant,

We would like to invite you to participate in a study about justice, family commitment and relations, meaningfulness and personal well-being. We are student-researchers who are conducting research to fulfill the requirements for completion of a dissertation in the MEd (Educational Psychology) degree. We are interested in understanding how personal beliefs, family experiences and family functioning can impact on the way young adults perceive relationships with their family of origin. The results of this study will be presented in a mini-dissertation and may be submitted for publication in an academic journal. Although we will ask you questions about your gender, age and other personal information, it is very important for you to note that this study is completely anonymous and we will not gather any information that will allow you to be identified by anyone. You do not have to record your name anywhere on the questionnaire your identity will remain anonymous to us, or anyone else at the University. We analyse the data statistically and therefore we can assure you of complete anonymity.

Your participation remains voluntary, meaning you do not have to participate if you don't want to. If you decide not to participate, you can simply return an empty questionnaire so it can be used at another time for another participant, but we hope you will assist us with this study. If you agree to assist us with this study, please complete the attached questionnaire carefully. It should take about 40 minutes of your time. We are not aware of any risk related to participating in this anonymous study, and completing this questionnaire does not carry any significant risk beyond that which you may encounter as a result of daily life. There are some questions that are more personal than others, and that may trigger negative emotions. If you find this to be the case, please write down your **cellphone number only** on the questionnaire before returning it, and we will sms you the name and contact number of the campus counsellor. This study was reviewed and has received approval from the Faculty of Education Ethics Committee. If you have any questions about the study, you are welcome to contact the Ethics committee ([ethics.education@up.ac.za](mailto:ethics.education@up.ac.za)).

Yours Sincerely

Dr Salomé Human-Vogel

Mikhail Jansen



### DEMOGRAPHIC INFORMATION

1. What is your sex? Male  Female  V1

2. How old are you (completed years)? \_\_\_\_\_ years V2

3. What is your home language? (If more than one, choose language spoken most) V3

Afrikaans  English  Sepedi  IsiZulu

Sesotho  SiSwati  IsiXhosa  IsiNdebele

Setswana  Tshivenda  Xitsonga  Other

If other, please specify: \_\_\_\_\_

4. What is the highest qualification you have completed? V4

Grade 10  Grade 11  Grade 12/Senior Certificate  Degree/ Diploma (Matric + 3 years)

Honours (Matric + 4 years)  Masters (Matric + 5 years)  Doctoral

5. Are you involved in a relationship? Yes  No  V5

If yes, how would you describe this relationship? Casual  Committed  V6

6. What is your parents' marital status? V7

Married  Separated  Divorced  Remarried

Deceased

7. How would you describe your relationship with your parents in general? \_\_\_\_\_ V8



Uncomplicated	1	Complicated	2	Distant	3	Close	4
Supportive		Tense		Uninvolved		Involved	

8. Please indicate how you feel about aspects of your life in general. Make sure you answer **each item**. Pay **close attention** because the meaning of some items are **reversed**:

	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
My life could hardly be happier than it is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V9
I usually feel quite cheerful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V10
I believe that much of what I hope for will be fulfilled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V11
When I think back on my life so far, I have achieved much of what I aspire to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V12
I consider myself a happy person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V13
I am satisfied with my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V14
I think that time will bring some more interesting and pleasant experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V15
I am not as cheerful as most people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V16
I am satisfied with my situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V17
I'm not often really in a good mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V18
I generally look at the sunny side of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V19
When I look back on my life so far, I am satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V20
I usually feel as though I'm bubbling over with joy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V21
I get anxious about things more than I want to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V22
I feel like I want to cry all the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V23



I can't stop worrying about small things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V24
I find it hard to control my anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V25
I worry about most things in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V26
Worrying so much makes me tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V27
I get so anxious that I find it difficult to think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V28
I tend to get so nervous that I tremble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V29

9. Please indicate whether you agree with the following statements. Make sure that you circle an **answer for each item**. Pay **close attention** because the meaning of some items are **reversed**.

	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
<b>In my family we...</b>							
talk through differences respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V30
largely ignore each other except for occasional attacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V31
attack each other personally in an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V32
value arguing as a way of resolving issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V33
accept someone else's point of view even if we don't agree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V34
try hard to persuade each other of our own point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V35
try to inflict pain on each other during arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V36
are emotionally uninvolved with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V37
we love each other even though we have strong arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V38
express our differences loudly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V39
are aggressive (verbally/physically) during disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V40





can't stand each other so we prefer to avoid each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V41
are comfortable with having heated arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V42
disrespect and insult each other when disagreeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V43
prefer not to be involved in each other's lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V44
believe in openly discussing issues to resolve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V45
we show understanding for each other even when we disagree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V46
we can argue passionately about our differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V47
criticise or blame each other during disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V48
ignore each other during times of conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V49
<b>In my family we...</b>							
	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
discuss matters calmly and listen to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V50
enjoy having a good argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V51
have to continually defend ourselves strongly in arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V52
try to hurt people by ignoring what is important to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V53
try to find a compromise that suits all of us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V54
we don't feel intimidated by strong arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V55
never really address the contempt we feel for each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V56
we feel energised when we have strong disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V57
listen to each others' point of view during an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V58

10. Please indicate whether you agree with the following statements about justice in your life. Make sure that you circle an **answer for each item**. Pay **close attention** because the meaning of some items are **reversed**.



	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
I believe that, by and large, I deserve what happens to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V59
I am usually treated fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V60
I believe that I usually get what I deserve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V61
Overall, events in my life are just.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V62
In my life injustice is the exception rather than the rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V63
I believe that most of the things that happen in my life are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V64
I think that important decisions that are made concerning me are usually just.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V65



11. Please indicate whether you agree with the following statements about justice in the world generally. Make sure that you circle an answer for **each** item. Pay **close attention** because the meaning of some items are **reversed**.

	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
I think basically the world is a just place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V66
I believe that, by and large, people get what they deserve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V67
I am confident that justice always prevails over injustice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V68
I am convinced that in the long run people will be compensated for injustices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V69
I firmly believe that injustices in all areas of life (e.g., professional, family, politic) are the exception rather than the rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V70
I think people try to be fair when making important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V71

12. The following statements concern your feelings and thoughts about your parents and siblings. Please indicate to what extent you agree with the statement. Make sure you answer **each** statement. Pay **close attention** because the meaning of some items are **reversed**.

	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
I feel very involved with my family of origin – I put a lot of time into my relationships with family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V72
Compared to other people I know, I have invested a lot in my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V73
I am committed to keeping my family together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V74
I feel very attached to my family – very strongly linked together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V75
My family makes me very happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V76



I want relationships with my family to last forever.       V77

I have invested a lot in family relationships that I would lose if my family were to fall apart.       V78

In my family we can depend on each other for love and support.       V79

I feel like I belong in my family.       V80

In my family we feel committed to other family members.       V81

In my family we can always count on each other.       V82

Strongly disagree    Disagree    Slightly disagree    Slightly Agree    Agree    Strongly Agree

I would be as happy with any other family than my own.       V83

It is likely that I will break contact with my family members within the next year.       V84

My needs for support and belonging could easily be fulfilled by any other family than my own.       V85

I would not feel very upset if I were to lose my family.       V86

Another family could have done a much better job of raising me.       V87

If I could, I would choose to have a different family.       V88

I would be much better off with another family.       V89

Strongly disagree    Disagree    Slightly disagree    Slightly Agree    Agree    Strongly Agree

The alternatives to my family are close to ideal.       V90

My alternatives to my family are attractive to me (work, spending time with friends or on my own, etc.)       V91



I prefer to spend time with friends rather than with my family.       V92

The prefer the company of my friends to that of my parents.       V93

I would rather spend more time getting to know other people than spending time with my family.       V94

I rather want to pursue my own interests than spend time with my family.       V95

	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
My relationships with my family would be complicated if my family were to fall apart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V96
My family is much better than others' family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V97
Many aspects of my life are linked to my family (recreational activities, etc) and I would lose all this if I were to lose my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V98
I rely a lot on my family members for love and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V99
If I lost my family, I would lose my greatest source of support and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V100
I can hardly imagine my life without the love and support of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V101
My daily life is so connected to my family, I would feel empty without them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V102
Hardly a day goes by that I do not talk to one of my family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V103
My family members are my greatest supporters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V104

13. The following statements concern your feelings and thoughts about your parents and siblings. Please indicate to what extent you agree with the statement. Make sure you answer **each** statement. Pay **close attention** because the meaning of some items are **reversed**.



	Strongly disagree	Disagree	Slightly disagree	Slightly Agree	Agree	Strongly Agree	
My family plays an important role in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V105
My family's perspective is important to me when I have to take big decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V106
My family is not a meaningful part of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V107
Overall, my family adds meaning to my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V108
My family allows me to express myself freely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V109
My family has helped to shape who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V110
My family encourages me to be who I want to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V111
My family does not accept me for who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V112

**THANK YOU!**

**PLEASE GO BACK AND MAKE SURE YOU DID NOT SKIP ANY ITEMS**



## APPENDIX C

### Item Means and Standard Deviations Prior to PCA

	Mean	Std. Deviation
CL_1	4.91	1.180
CL_2	4.80	1.182
CL_3	5.18	.952
CL_4	5.13	1.113
CL_5	5.16	1.057
CL_6	5.36	1.004
CL_7	4.61	1.374
CL_8	5.23	1.102
CL_9	5.23	1.176
CL_10	5.04	1.173
CL_11	5.22	1.066
QAL1	2.37	1.476
QAL2	1.78	1.270
QAL3	1.99	1.381
QAL4	1.66	1.337
QAL5	1.57	1.148
QAL6	1.53	1.130
QAL7	1.55	1.163
QAI1	3.17	1.592
QAI2	3.55	1.539
QAI3	2.74	1.377
QAI4	2.74	1.459
QAI5	2.48	1.330
QAI6	2.53	1.379
CSS1	4.23	1.648
CSS2	4.61	1.422
CSS3	4.19	1.565
CSS4	4.99	1.230
CSS5	5.00	1.326
CSS6	5.13	1.183
CSS7	4.72	1.458
CSS8	4.86	1.415
CSS9	5.14	1.188
CM_1	5.38	.921
CM_2	5.23	1.052
CM_3	5.10	1.443
CM_4	5.33	.960
CM_5	5.11	1.192
CM_6	5.46	.898



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	Mean	Std. Deviation
CM_7	5.34	.973
CM_8	5.10	1.523

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## APPENDIX D

### Missing Values and Data

	Mean	Std. Deviation <sup>a</sup>	Analysis N <sup>a</sup>	Missing N
CL_1	4.95	1.168	203	0
CL_2	4.80	1.198	203	0
CL_3	5.21	.975	203	1
CL_4	5.16	1.115	203	0
CL_5	5.20	1.036	203	1
CL_6	5.38	.995	203	0
CL_7	4.66	1.359	203	1
CL_8	5.24	1.115	203	1
CL_9	5.26	1.166	203	0
CL_10	5.05	1.157	203	0
CL_11	5.22	1.083	203	1
QAL1	2.38	1.503	203	0
QAL2	1.80	1.291	203	0
QAL3	2.00	1.381	203	1
QAL4	1.73	1.397	203	1
QAL5	1.63	1.237	203	0
QAL6	1.57	1.193	203	0
QAL7	1.60	1.220	203	0
QAI1	3.21	1.598	203	1
QAI2	3.60	1.511	203	6
QAI3	2.78	1.384	203	1
QAI4	2.80	1.460	203	2
QAI5	2.53	1.346	203	3
QAI6	2.57	1.396	203	1
CSS1	4.17	1.666	203	2
CSS2	4.60	1.447	203	0
CSS3	4.28	1.539	203	2
CSS4	5.01	1.217	203	1
CSS5	5.01	1.292	203	2
CSS6	5.13	1.183	203	1
CSS7	4.74	1.430	203	1
CSS8	4.81	1.464	203	1
CSS9	5.13	1.180	203	1
CM_1	5.38	.927	203	1
CM_2	5.23	1.042	203	3
CM_3	5.02	1.527	203	1
CM_4	5.34	.958	203	1
CM_5	5.12	1.186	203	1



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	Mean	Std. Deviation <sup>a</sup>	Analysis N <sup>a</sup>	Missing N
CM_6	5.46	.879	203	1
CM_7	5.33	1.006	203	1
CM_8	5.09	1.532	203	1

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