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**The Association Between Parental Relationships and the Marital Views,
Attitudes, and Relationships of College Students**

By

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Psychology

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Requirements for the Degree of Bachelor of Science
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Abstract

Divorce is a prevalent issue in the United States, even though research suggests that a healthy marriage is beneficial to children's development and well-being (Ribar, 2015). Children having divorced parents (Potter, 2010) and parents in unhappy marriages are associated with more difficulties with the psychological well-being of children (Bannon, et al. 2018). The goal of the present study was to determine whether parental divorce and relationship quality are associated with the marital views, attitudes, and relationships of college students. Participants were asked to complete a series of online survey scales measuring parental relationship status, age of parental divorce (if divorced), parental marriage and current relationship quality (Willoughby et al., 2012), parental conflict (Grych et al., 1992), participant relationship status, participant relationship satisfaction (Funk & Rogge, 2007), and participant marital views (Fuwa, 2014) and attitudes (Stackman, et. al., 2016). It was hypothesized that parental divorce and parental conflict would be linked to less traditional marital views and less favorable marital attitudes, as well as lower relationship satisfaction. There were 106 college students whose survey data was analyzed for this study. A majority of participants were white females, and the average age was 20.11 years old. The main findings of this study were that parental relationship quality had more of an impact on college students than parental marital status. Findings of this study lay grounds for future research, such as longitudinal studies that could provide stronger evidence of causal relationships.

The Association Between Parental Relationships and the Marital Views and Relationships of College Students

Between 43% and 46% of marriages will end in divorce (Lebow, 2019). This percentage does not take into consideration married couples who separate long-term without legally divorcing. Marriage rates are also on the decline, which makes it difficult to determine the true extent of parental separation. Research has suggested divorce and marital discord has negative effects on the psychological well-being of children, and that these effects have been shown to last into children's adulthood (Amato & Sobolewski, 2001). Parents also have large impacts on how their children develop their behaviors and attitudes. For instance, some research suggests that bad parental relationships can result in children having negative views toward marriage and family life (Axinn, 1996), and social learning theory provides an explanation for why this might happen (Jamison & Lo, 2021). However, very limited research has been conducted looking into the associations between parental relationships and the relationships of adult children. The present study was designed to address this issue by asking college students questions regarding their parents' romantic relationships, their own romantic relationships, and their marital views and attitudes through an online survey.

The idea of parents serving as a model for their children is explained through social learning theory. According to social learning theory, children learn and process most of their information through observing what others do (Jamison & Lo, 2021). Research has shown that female children will mimic non-aggressive behaviors when presented with a non-aggressive adult female model, and that male children will mimic aggressive behaviors when placed with an aggressive male model (Davids, 1972). Children imitate the actions of adults as a way to learn how to behave. It is important to consider that children typically spend a large majority of their

time with their parents, so it would make sense that most of what they learn would come from their parents' actions and behaviors. Through what they observe from others, children will change their own behavior according to what the consequences of other's actions were (Jamison & Lo, 2021). Therefore, if an adult is in some way rewarded for acting in a negative way, children may pick up that behavior.

Children use their parents as models of learning throughout their childhood and adolescence. Therefore, it is likely that children learn how to view and function in romantic relationships through watching their parents. Research has found that in adult children's attempt to learn from their parents' relationship mistakes, they will seek drastically different relationships (Jamison & Lo, 2021). This goes along with what was previously mentioned with children learning from the consequences of others' actions. If they witness their parents in a poor-quality relationship, they may choose extremely different partners and have an extremely different relationship dynamic as a way to avoid the same consequences.

Parental divorce has impacts on children's views and attitudes that lasts into adulthood. For example, adult children of divorced parents have been found to view marriage as less of a lifelong commitment (Amato & DeBoer, 2001). This is viewpoint would challenge traditional marital views in which marriage is a lifelong commitment that should never be broken by divorce or separation. Additionally, longitudinal studies have indicated that women with divorced parents are more likely to get a divorced themselves and children of divorced parents are more open to the idea of divorce (Amato & DeBoer, 2001; Feng,1999). In fact, parental divorce approximately doubled the odds that offspring would see their own marriages end in divorce (Amato & DeBoer, 2001). It is possible that those with divorced parents view marriage more negatively in general, especially when considering their increased likelihood of getting

divorced themselves. This increased likelihood of divorce also relates to the social learning theory. Children are following in their parents' footsteps with divorce, which may be due to them learning from watching their parents' relationship and mimicking it in their own romantic lives (Jamison & Lo, 2021).

While parental divorce and relationship quality are associated with each other, it is important to look at them separately. Research has found that although married parents had similar love attitudes to each other, but there was no significant relationship between child and parental love attitudes (Inman-Amos et. al., 1994). This suggests that children do not simply learn from what their parents intentionally teach them, and that parents are better off modeling behavior than trying to teach children how to view relationships (Inman-Amos et. al., 1994; Jamison & Lo, 2021). This is further demonstrated through research finding associations between poor marriage quality of parents and less traditional marital views in children (Cunningham et. al., 2006). Poor marital quality was associated with more positive attitudes toward ideas such as divorce and cohabitation before marriage, both of which go against traditional marriage ideals.

Conflict is present in all relationships, but too much conflict can lead to issues. Research found that divorce is more likely to be transmitted to offspring if parents were highly conflicting prior to divorce (Amato & DeBoer, 2001). In addition to this, research found that children of highly conflicting parents who remained married has commitment and communication issues in their own romantic lives (Braithwaite et. al., 2016). This demonstrates that marital status is not the only factor that affects children. This also relates back to social learning theory, as children are likely picking up poor communication and a lack of commitment from watching their parents struggle with the same issues (White et. al., 2000). Research also found that an association exists

between how a person views relationships as well as their own relationship satisfaction (James et. al., 1996). For example, women were more likely to be satisfied in a relationship when they valued relationships in general, and men were more likely to be satisfied when they valued marriage (James et. al., 1996). This information is important as research suggests that parents impact how children view relationships, which in turn could impact future relationship satisfaction of the children (Amato & DeBoer, 2001; Cunningham et. al., 2006; James et. al., 1996).

Regarding the parental marital status, it was hypothesized that young adults with divorced parents have less traditional and less favorable views of marriage as compared to those with married parents. The present study investigated whether or not an association exists between parental relationship quality, as well as current relationship quality, and college students' satisfaction in their own romantic relationships. It was hypothesized that higher levels of parental conflict would be associated with less traditional views of marriage and less relationship satisfaction in current romantic relationships of participants. High levels of parental conflict intensity were predicted to have participants with less traditional views of marriage. To test these hypotheses, students reported on different aspects of their parent's relationships as well as their own personal views on marriage and their current relationship satisfaction if they are in a romantic relationship. The goal of this study is to expand on current research by examining specific associations between various aspects of parental relationships and romantic lives and views of college students.

Method

Participants

For the purpose of this study, participants were selected using convenience sampling. The digital survey was posted on a program called Sona Systems. Access was only available to undergraduate students at a southeastern university in the United States. The target audience was PSYC 101 students who were given class credit for completing Sona Systems surveys. The survey was also emailed to students in psychology classes who were given extra credit for completing it. There were 106 participants whose data from the survey was analyzed. There were 118 college students that completed the survey, but 12 were removed from analyses due to their responses suggesting they did not fully read and answer questions. Of the 106 participants with data analyzed, 78 identified as female, 26 identified as male, and two identified as other. Participants self-identified their race/ethnicity, and the demographics were 83 white, 10 black, two Asian, two mixed race, five Hispanic, and four others. The mean age was 20.11 with a standard deviation of 5.57. The age of participants ranged from 18-26 with an outlier of 74. As for the parental relationship status of participants, there were 57 with married parents, 20 with divorced parents, four with both parents remarried, 14 with one parent remarried, four with both parents still single, and seven with parents whose relationships fell into the category of other.

Measures

Parental relationship status

Parental relationship status was measured using one question created for this current study, (i.e., “What is the current status of your parents’ relationship?”). Participants responded by selecting one of the following options: married to one another, separated – both still single, one parent remarried – other not remarried, and both remarried.

Current parental relationship quality

As an indicator of current parental relationship quality, participants rated their agreement to four items (i.e., “my father is happy in his current relationship” Willoughby et al., 2012). The participants scored their responses on a 5-point scale, 1 = *strongly disagree*, 5 = *strongly agree*. This section utilized an existing survey that was reworded to look at current relationship quality for the purpose of this study. Higher participant scores on this section indicate higher current parental relationship satisfaction. The scores for each question were added together to create a composite variable. Higher overall scores indicated higher current parental relationship satisfaction. The internal reliability of the composite current parental relationship quality scale was good in the current study (i.e., $\alpha = .87$).

Marriage quality of parents

A short survey was utilized to determine the marriage quality of parents (Willoughby et al., 2012). The survey lists three statements, --“my father was/is happy in his marriage,” “my mother was/is happy in her marriage,” and “I would like my marriage to be like my parents’.” The participants scored their responses on a 5-point scale, 1 = *strongly disagree*, 5 = *strongly agree*. Participant scores for each statement in this section were added together to make a composite variable. Higher total participant scores on this section indicate higher parental romantic relationship satisfaction. The internal reliability of the composite parental relationship quality scale was good in the current study (i.e., $\alpha = .89$).

Conflict frequency

A 6-item subscale of the Children’s Perception of the Interparental Conflict Scale (Grych et al., 1992) was utilized to determine how often the participant’s parents experience(d) conflict. Participants were asked to respond true, false, or sort of true to a series of statements such as “I never see my parents arguing or disagreeing” (Grych et al., 1992). For each statement, the

response will receive a 0 = *false*, 0.5 = *sorta true*, or a 1 = *true*. A composite score was then calculated for each participant by adding the score for each question response. The higher possible score in this section is a 6, which would indicate the highest level of conflict frequency. The internal reliability of the composite parental conflict frequency scale was good in the current study (i.e., $\alpha = .87$).

Conflict intensity of parents

A different 7-item subsection of the same survey was utilized to examine the conflict intensity of parents. Participants were again asked to respond true, false, or sort of true to a series of statements (i.e., “When my parents have an argument, they yell a lot”) (Grych et al. 1992). For each statement, the response will receive a 0 = *false*, 0.5 = *sorta true*, or a 1 = *true*. A composite score was then calculated for each participant by adding the score for each question response. The higher possible score in this section is a 7, which would indicate the highest level of conflict intensity. The internal reliability of the composite parental conflict intensity scale was excellent in the current study (i.e., $\alpha = .91$).

Stability of parents

Stability of the participant’s parents was measured using an additional 4-item subsection of the Children’s Perception of the Interparental Conflict Scale. An example item from the subsection is “My parents argue because they don’t really love each other” (Grych et al. 1992). For each statement, the response will receive a 0 = *false*, 0.5 = *sorta true*, or a 1 = *true*. A composite score was then calculated for each participant by adding the score for each question response. The higher possible score in this section is a 4, which would indicate the highest level of parental instability. The internal reliability of the composite parental conflict frequency scale was good in the current study (i.e., $\alpha = .83$).

Parental Conflict

Parental conflict was measured by adding the composite variables for the subscales for conflict frequency, intensity, and stability to create a composite variable for parental conflict (Grych et al., 1992). The internal reliability of the composite parental conflict scale was excellent in the current study (i.e., $\alpha = .93$).

Participant relationship status

Participant relationship status was measured through a single question created for the purpose of this study, “What is your current relationship status?”. The response options include—single, dating in a non-committed relationship, in a committed relationship with one person, it’s complicated, and other.

Relationship satisfaction

Relationship satisfaction of participants was measured through the completion of the 32-question Couples Satisfaction Index with 8 sections scored differently (Funk & Rogge, 2007). The first section is a single statement “Please indicate the degree of happiness, all things considered, of your relationship”. Response options were: 0 = *Extremely Unhappy*, 1 = *Fairly Unhappy*, 2 = *A Little Unhappy*, 3 = *Happy*, 4 = *Very Happy*, 4 = *Extremely Happy*, 5 = *Perfect*. The next section consisted of 3 items in which participants were asked to rate the extent of which they agree with their partner (e.g., “Amount of time spent together”). The response options were—5 = *Always Agree*, 4 = *Almost Always Agree*, 3 = *Occasionally Disagree*, 2 = *Frequently Disagree*, 1 = *Almost Always Disagree*, 0 = *Always Disagree*. The following section is two statements (i.e., “In general, how often do you think that things between you and your partner are going well?”) that were measured using 5 = *All of the time*, 4 = *Most of the time*, 3 = *More often than not*, 2 = *Occasionally*, 1 = *Rarely*, 0 = *Never*. The following section consists of 12 items

(e.g., “For me, my partner is the perfect romantic partner”) scored using using 5 = *Completely true*, 4 = *Almost completely true*, 3 = *Mostly true*, 2 = *Somewhat true*, 1 = *A little true*, 0 = *Not at all true*, with some items being reverse scored. The next section consists of 4 items (e.g., “How rewarding is your relationship with your partner?”) scored using using 5 = *Completely*, 4 = *Almost completely*, 3 = *Mostly*, 2 = *Somewhat*, 1 = *A little*, 0 = *Not at all*. The section after is one question, “How good is your relationship compared to most?”, scored on a 6-point scale, 0 = *Worse than all others (Extremely Bad)*, 5 = *Better than all others (Extremely Good)*. The following section consists of two questions (e.g., “How often do you and your partner have fun together?”) to which participants were asked to respond using response options 1 = *never*, 2 = *less than once a month*, 3 = *once or twice a month*, 4 = *once or twice a week*, 5 = *once a day*, 6 = *more often*. The final section consists of seven scales to measure how participants feel in their relationships (i.e., “interesting” to “boring”) 5 = *Interesting*, 0 = *Boring*. Participant scores for each section were added together to create a total score composite score for relationship satisfaction. The higher the total score, the more satisfied the participant is in their relationship. The highest possible score for the composite variable was 192. The internal reliability of the composite relationship satisfaction scale was excellent in the current study (i.e., $\alpha = .96$).

Traditional marital views

Traditional marital views of participants were measured with six statements (e.g. “Divorce is usually the best solution when a couple can’t work out their marital problems”) (Fuwa, 2014). The participants are asked to rate their response to each statement on a scale from 1-5, with 1 = *strongly disagree* to 5 = *strongly agree*. The last two items on the survey are reverse scored. The scores for each statement were totaled together to create a composite variable for traditional marital views. The highest possible score was 30 for this section and

would indicate highly traditional marital views. The internal reliability of the composite traditional marital views scale was unacceptable in the current study (i.e., $\alpha = .39$).

Personal marital attitudes

The personal marital attitudes of participants was measured with a 2-question scale (Stackman, et. al., 2016). Participants will respond to each item with responses ranging from 1-5, with 1 being strongly favorable marital attitudes, and 5 being strongly unfavorable marital attitudes. The first question is: “What do you think about the idea of marriage?” with responses ranging from 1 = *strongly favorable*, to 5 = *strongly unfavorable*. The second question is: “How interested are you in getting married?” (Stackman et al., 2016), with responses ranging from 1 = *very interested*, to 5 = *very opposed*. The scores for each question were added together. The highest possible score is a 10, which would indicate highly unfavorable marital attitudes. The internal reliability of the composite traditional marital views scale was good in the current study (i.e., $\alpha = .80$).

Age of parental divorce

A survey question created for use in the current survey asked, “If your parents divorced, how old were you when it happened?” The options are they did not divorce, under 3 years old, 3-5 years old, 6-12 years old, 13-20 years old, 21 years old or older. Initially age of parental divorce was going to be considered, but it was not analyzed due to a low sample size. However, the question was still included in the survey.

Demographics

Demographics of participants will be addressed through the following questions—What is your age (in years)?, What is your gender?, What is your race/ethnicity?, What is your sexual orientation?.

Procedures

The current study utilized a correlational design. The goal is to examine potential associations between parental relationships, and the marital views, and relationship satisfaction of college students. The data for this study was collected electronically through Sona Systems. The survey was uploaded and made available to university students from a university in the southeastern United States. The identity of participants will remain concealed to researchers throughout the data collection process. The survey required approximately 15 minutes to complete.

Results

On average, participants reported favorable attitudes toward marriage ($M = 3.88$). However, while participants viewed the idea of marriage favorably, they had relatively non-traditional views of marriage ($M = 13.87$). Participants were, on average, generally satisfied in their current romantic relationships, but did not view these relationships perfectly ($M = 116.40$).

To test the hypothesis that views and attitudes toward marriage would be different between children of married and divorced parents, two t tests were conducted. Results of these analyses indicated that participants with married parents and participants with divorced parents reported similar marital views $t(75) = .121, p = .452$, and attitudes toward marriage $t(75) = -.307, p = .38$ (see Figure 1 & Figure 2).

A third t test was conducted to determine whether differences were present in the relationship satisfaction of participants with married and divorced parents. Results indicated that there was no statistically significant difference in relationship satisfaction between children of married and divorced parents $t(43) = .410, p = .342$ (see Figure 3).

To test the hypothesis that higher levels of parental conflict would be associated with less traditional views of marriage and less relationship satisfaction in participant romantic relationships, a series of correlations were conducted. Parental conflict was found to be associated with less traditional marital views $r = -.45, p = .005$ (see Table 2). This finding was consistent with the initial hypothesis. However, parental conflict was also predicted to be associated with participant relationship satisfaction, but the results were not statistically significant $r = -.07, p = .78$ (see Table 2).

Participants with high levels of conflict intensity in their parent's relationships were predicted to have less traditional views of marriage. A correlation was conducted to test this hypothesis, and the results supported the initial prediction $r = -.28, p = .02$ (see Table 2). This data suggests that traditional marital views decrease with increasing conflict intensity.

While there was no direct hypothesis in relation to this data, it is important to note that there was a significant negative correlation between marital views and attitudes of participants $r = -.37, p < .001$ (see Table 2).

Correlations were conducted to determine whether or not an association exists between parental relationship quality and college students' romantic relationship satisfaction. The first correlation examined the association between current parental relationship quality and participant relationship satisfaction, but no significant correlation existed $r = .08, p = .52$ (see Table 2). The second correlation examined the association between parental marital quality and participant relationship satisfaction. A positive correlation was found between marriage quality between parents, and participant relationship quality $r = .26, p = .04$ (see Table 2).

Correlations were also run to examine associations between current relationship quality of parents and the marital views and attitudes of college students. No significant correlation

existed between current relationship quality of parents and marital attitudes. However, there was a significant correlation between current relationship quality of parents and traditional marital views $r = .38, p < .001$ (see Table 2). The association between the relationship quality of both parents and the marital views and attitudes of college students was examined using a correlation as well. There was also only a significant correlation with traditional marital views and parental relationship quality $r = -.21, p = .03$ (see Table 2).

A correlation was also run to determine if there was a potential association between relationship satisfaction and marital views and attitudes. Contrary to what was initially predicted, no significant correlation existed between relationship satisfaction and marital views $r = -.13, p = .31 .05$ (see Table 2) or relationship satisfaction and marital attitudes $r = -.24, p = .06$ (see Table 2).

Discussion This study found that there were no differences in participants with married parents marital views and attitudes and participants with divorced parents. The original prediction was that those with divorced parents would view marriage more negatively and less traditionally in comparison to participants with married parents due to previous research that suggests parental relationships can relate to how children view marriage and family life (Axinn, 1996). However, a couple being married does not indicate a healthy relationship. This could be an explanation as to why no differences existed. Participants with married parents in poor quality, high conflict relationships may view marriage differently than participants with parents who divorced on good terms. These findings may suggest that staying married for the sake of being married is not actually benefiting the children involved. More in-depth research could be utilized looking into more details about the parent's relationships before, during, and after divorce for those who did divorce, as well as the relationship of parents who remain married.

The present study looked into parental relationships somewhat, but it lacked the resources to look into the relationships in depth. The study was only able to examine some aspects of parental conflict, and parental relationship quality. For example, consistent with expectations, the data from this study suggests that parental conflict has an association with participants' marital views. This may partially explain why there were no significant differences when looking at just marital status of parents. According to social learning theory, observation is a big part of how children learn and process information (Jamison & Lo, 2021). Therefore, it would be understandable that children would have less traditional marital views if they grew up watching their parents have frequent and intense fights. It is important to note that while the scale for traditional marital views was taken from a previously used survey, the internal reliability was extremely low for this study. This could be due to changing views on certain aspects of traditional marriage, but not all aspects. For example, students may view cohabitation before marriage more openly, but still view divorce more negatively.

In contrast, parental marriage quality and current parental relationship quality were also associated with more traditional marital views. This is consistent with the literature, as well as the predictions for the present study. Similar results were found in previous research in which marital quality was found to be associated with less traditional marital views (Cunningham et al., 2006). The present study, however, also examined current parental relationships rather than just the relationship between the two biological parents. The study found that the current relationship of parents is also a potential factor in determining the marital views of college students. This is logical, because participants would still be growing up with and witnessing their parents' current relationships and would be impacted by them.

Consistent with the idea of social learning theory, was the association between parent marital quality and participant relationship satisfaction. According to the data, participants who witnessed their parents in a good quality marriage were more likely to have higher levels of relationship satisfaction. Children learn best from behaviors that are modeled by their parents (White et al., 2000). If parents model a good-quality, healthy relationship, children may mimic their parents' relationships when they begin dating. In learning healthy communication and behaviors from watching their parents, they would be able to continue them in their own romantic lives, which could lead to higher relationship satisfaction

Inconsistent with predictions, relationship satisfaction of college students had no significant association with marital views and attitudes. This suggests that college students have relatively concrete marital views and attitudes that are the same no matter how satisfied or dissatisfied they are in their current romantic relationships. This may also suggest that parental relationships have more of an impact on their romantic views than their own romantic experiences. The research on what makes up marital views and attitudes is very limited. It is difficult to find any information that relates dating to marital views and attitudes.

It is also important to mention that marital attitudes and traditional marital views were negatively associated. Initially it seems to make sense that participants with less traditional marital views would also have more negative marital attitudes. However, with further consideration, it seems as though participants who have more traditional marital views are less fond of marriage. This may simply be due to these participants having negative views toward traditional marriage ideals, instead of just marriage itself.

The findings of the current study add to the existing literature by replicating previous findings, as well as possible new information and implications for future research. There are,

however, limitations that are important to consider in order to accurately interpret the data, as well as make improvements for future studies. The first major limitation is the sample size. The present study examined differences between several different groups, but due to the limited sample size, it is difficult to draw conclusions. For example, there were only 20 participants who said their parents were divorced, which makes it difficult to make generalizations about the population. The sample was also quite specific, as it was mainly psychology majors at a southeastern public university. The range of diversity was also limited, as a large majority of the sample was white female students. Not all of the analyses were able to be run, due to the small group sizes. In addition to these limitations, the format of the survey was potentially confusing as some participants had inconsistent responses. These responses were excluded from analyses. A more in-depth survey would potentially resolve some of these issues.

Although the study does have limitations, there are also a variety of strengths that would make it beneficial to be included in existing literature. First, it is one of few studies that examines several aspects of parental relationships and how they relate to views, attitudes, and relationships of college students. It has important findings in that it suggests parental relationship quality is much more significant than parental marital and relationship status in how college students are impacted.

Future research would benefit from a larger and more diverse sample size that allows for larger comparison groups. Research also suggests that there are gender differences in marital views and attitudes, so future research should investigate this further. The present study did not have large enough gender groups in order to look into differences in gender. More specific aspects of the parents' relationship should also be investigated, due to the limited parental quality survey utilized for the purpose of this study. More research should also be conducted to examine

differences in relationship quality of parents who remarried, and marital views of participants. It could be determined that poor relationship quality in remarried parents could have an even larger impact on traditional marital views. Due to the limited research on associations between relationship satisfaction and marital views and attitudes, the idea may be worth looking into more in depth. While the present study suggests that relationship satisfaction levels are not associated with marital views and attitudes, the limited nature of the study may produce different results than what is truly representative of the population. In contrast, the present study suggests marital views and attitudes may be relatively stable after a certain point in a person's life, which is also important to examine further.

Longitudinal studies would also be an interesting way to look at differences with parental relationships and divorce. It would allow for children to be analyzed throughout different stages of their parents' relationships. This would also allow for children's views and attitudes to be compared before and after difficulties in parental relationships. Participants in this study generally had less traditional views of marriage, so it would be interesting to look at this on its own, as marital views and attitudes may be changing in college students as compared to previous generations.

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Table 1
Means and Standard Deviations for Study Variables

	Overall <i>M(SD)</i>
Current Relationship Quality of Parents	10.91(6.51)
Relationship Quality of Parents	8.78(4.78)
Conflict Frequency	4.4(1.87)
Conflict Intensity	3.63(2.57)
Parental Stability	1.2(1.35)
Participant Relationship Satisfaction	116.4(30.56)
Traditional Marital Views	13.87(3.39)
Personal Marital Attitudes	3.88(2.03)

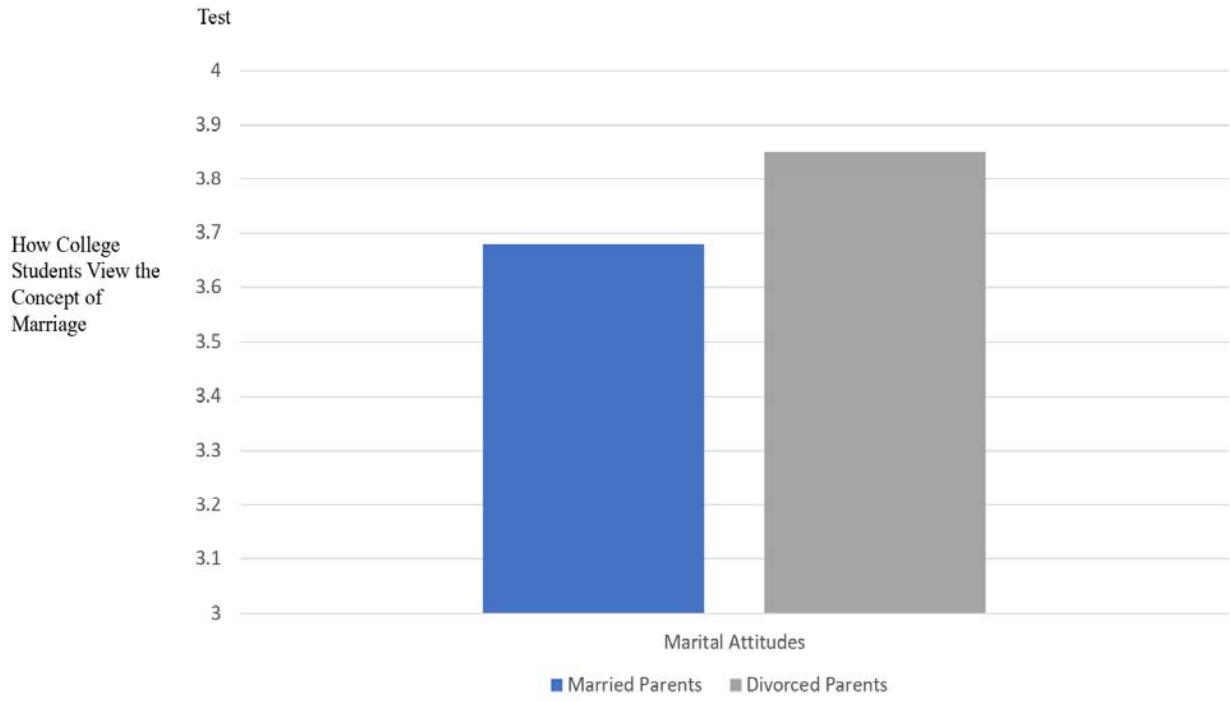
Table 2*Correlations Between Parental Relationships and College Students*

	1	2	3	4	5	6
1. Marital Attitudes	-					
2. Marital Views	-.37**	-				
3. Conflict Intensity	.23	-.28*	-			
4. Current Parental Relationships	-.13	.38**	-.56**	-		
5. Parental Relationship Quality	-.18	.21*	-.63**	.61**	-	
6. Parental Conflict	.31	-.45**	.94**	-.46**	-.55**	-
7. Relationship Satisfaction	-.24	-.13	-.16	.08	.26*	-.07

Note. * = $p < .05$. ** = $p < .01$.

Figure 1

Examining Differences in Marital Attitudes of College Students with Divorced vs. Married Parents Using Independent Samples *t*

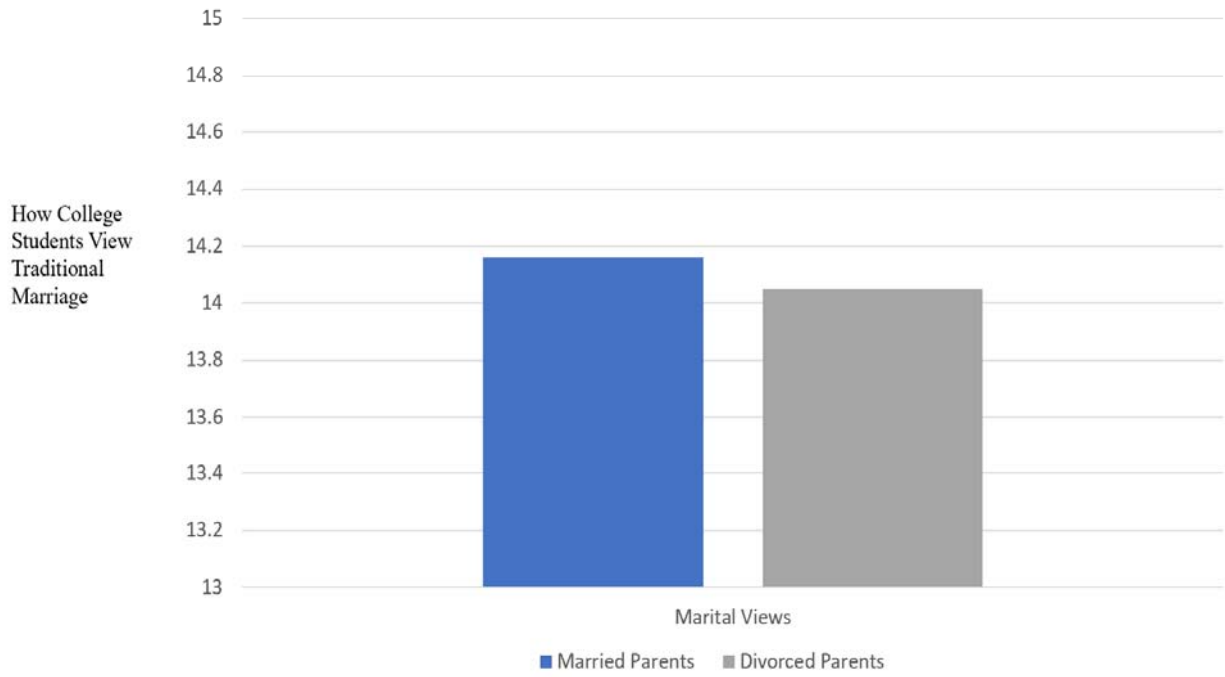


Note. Mean scores for children of married parents (blue bars) and children of divorced parents (gray bars) are presented along the X Axis. Value of mean scored are indicated on the Y Axis on a scale ranging from 3 to 4.

Figure 2

Examining Differences in Marital Views of College Students with Divorced vs. Married Parents Using Independent Samples

t Test

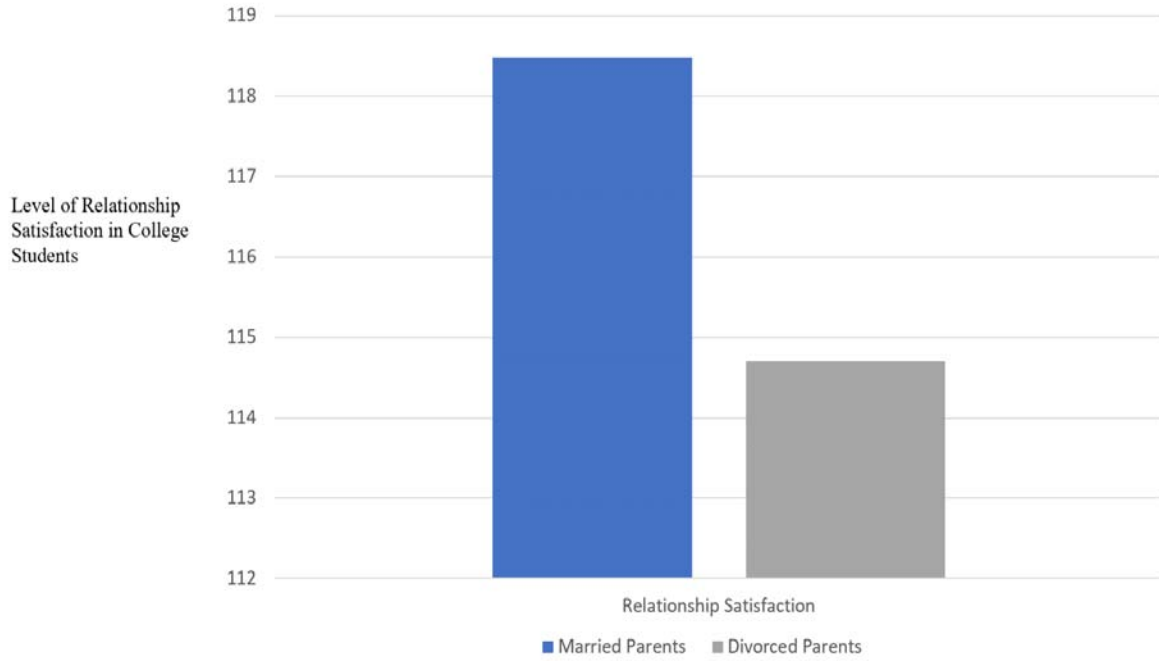


Note. Mean scores for children of married parents (blue bars) and children of divorced parents (gray bars) are presented along the X Axis. Value of mean scored are indicated on the Y Axis on a scale ranging from 13 to 16.

Figure 3

Examining Differences in Relationship Satisfaction of College Students with Divorced vs. Married Parents Using Independent

Samples *t* Test



Note. Mean scores for children of married parents (blue bars) and children of divorced parents (gray bars) are presented along the X Axis. Value of mean scored are indicated on the Y Axis on a scale ranging from 112 to 119.