

Eastern Illinois University The Keep

Masters Theses

Student Theses & Publications

1994

Generalization of the Four Roles Found in Adult Children of Alcoholics to a College Population

Todd E. Pienkos

This research is a product of the graduate program in [Psychology](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Pienkos, Todd E., "Generalization of the Four Roles Found in Adult Children of Alcoholics to a College Population" (1994). *Masters Theses*. 2058.

<https://thekeep.eiu.edu/theses/2058>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

8/5/94
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis to be reproduced because:

Author

Date

GENERALIZATION OF THE FOUR ROLES FOUND IN ADULT
CHILDREN OF ALCOHOLICS TO A COLLEGE POPULATION
(TITLE)

BY
TODD E. PIENKOS

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF ARTS

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1994
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

5/7/94
DATE

8/3/94
DATE

Abstract

The Children's Roles Inventory was developed to assess the four theoretical children's roles found not only in alcoholic families but in all families regardless of parental alcoholism: the Hero, Mascot, Lost Child, and Scapegoat. A sample of 266 college students, with 19% indicating parental alcoholism, completed the CRI and measures of self-actualization and self-esteem to verify any differences between the identified groups of adult children of alcoholics, adults from nonalcoholic families and the four roles within. Demographic information was also obtained including: gender, age, and whether the individual was a member of a fraternity or sorority.

Significant differences were found in these areas: COA-Scapegoats scored higher on the CRI than nonCOA-Scapegoats for this subgroup; Heroes, Mascots, and the Blended subgroup scored higher than Lost Children in self-esteem; and males scored higher in self-esteem than females. These results indicated that the four theoretical children's roles can cautiously be applied to a college population with few empirical differences. A suggestion for further investigation of the use of the CRI was to administer the measure to high school or junior-high school students. Questions still remain of how appropriate the CRI is for labeling individuals who do not come from alcoholic families.

Acknowledgments

I would like to take this opportunity to thank those people who have contributed and encouraged me throughout this goal in my life.

My instructors at Eastern Illinois University: Dr. Keith Wilson, Dr. Russell Gruber and Dr. William Kirk. You have educated me and given me tools to accomplish great things in life.

My Thesis Committee: Dr. Karola Alford, Dr. David Dodd, and Dr. Mike Havey. You gave me encouragement and advice and understood all my worries. You were always there when I needed help and showed me the correct path to take. All your efforts are appreciated.

My family who has supported and encouraged me throughout my education. A special thanks to my mother and father. You gave the best advice and support when I needed it the most. I could not have done it without you.

Table of Contents

Chapter I

Introduction 1
Statement of Problem and Purpose 1
Theoretical Background and Definition of Terms 2
Hypothesis 7

Chapter II

Method 9
 Subjects 9
 Apparatus 9
 Procedure 11
 Design and Analysis 11

Chapter III

Results 13

Chapter IV

Discussion 15
References 20
Table 1 24
Appendix A 25
Appendix B 26
Appendix C 28
Appendix D 29
Appendix E 30

Chapter I

Introduction

It has been estimated that 1 in 4 or 5 families is affected by alcoholism (Hecht, 1975). These people are at a greater risk of becoming alcoholic or developing psychological or emotional disorders (Black, 1981; Tharinger & Koranek, 1988). Due to the increasing awareness of the effect of parental alcoholism on the family construct, a greater effort has been made to assess the resulting impact that parental alcoholism may have on children. An examination of the current clinical literature suggests that dysfunctional or alcoholic families manifest both disturbed interactional boundaries and rigid or chaotic patterns of adaptability (Preli, Protinsky & Lawrence, 1990; Wegscheider, 1981). Certain roles have been identified which address the typical identity formation and characteristics of the children raised in these homes (Black, 1981; Wegscheider, 1981). Although these roles are theoretically well-defined in the popular literature, little statistical research has been done to validate their actual existence in alcoholic or nonalcoholic families.

Statement of Problem and Purpose

Until recently there has not been a tool to assess the roles of children in families. Potter and Williams (1991) originally developed the Children's Roles Inventory (CRI) to assess these roles in alcoholic families. One of the major findings of Potter and Williams that is paramount to this investigation is that these roles exist in all families regardless of parental alcoholism.

This thesis further examined the work of Potter and Williams (1991) by determining if the CRI was applicable to a college population with a fraction being identified as having a perceived alcoholic parent. Using the CRI, the four

roles of the Hero, Mascot, Lost Child, and Scapegoat were distinguished through empirical means. Qualities such as gender, membership in a Greek organization, self-actualization and self-esteem were measured and compared to each of the four characteristics. Gender and Greek status were determined by a single question with a "yes" or "no" response. Self-actualization was determined by the Short Index of Self-Actualization (Short Index), as defined by Jones and Crandall (1986), and is a valid measure of self-fulfillment. Self-esteem was determined by the Rosenberg Self-Esteem Scale (RSE), as defined by Rosenberg (1965), and is a well respected measure of self-acceptance. Children of Alcoholics (COA) were determined by the recently developed CAGE (Frank, Graham, Zyzanski & White, 1992), which is a valid measure to screen for alcohol problems in a family. CAGE is an acronym representing: *C*ut down on drinking; *A*nnoyed by complaints about drinking; *G*uilty about drinking; had an *E*ye-opener first thing in the morning. It was postulated that these inventories would provide additional verification of the CRI with a college population.

Theoretical Background and Definition of Terms

Alcoholism can be considered a family disease in which every member is influenced and affected socially, emotionally, and/or physically (Ackerman, 1983). Parental alcoholism is the central influence on the psychological development of the children who grow up within this environment (Deutsch, 1982). These children are frequently confused and have a distorted view of a normal family environment. They are filled with fear, shame, guilt, anger, and insecurity.

The existing structural family therapy theory and literature consider the family to be a system (Minuchin, 1974). The individuals that make up the parts

of the system are interdependent. The interaction that occurs between the members of the system influences or defines the essential homeostasis found within the system. When one member becomes unhealthy, the rest of the system must adapt and try to maintain homeostasis. The family assumes defensive patterns or behavioral roles in order to function (Black, 1981; Wegscheider, 1981; Woodside, 1983).

The roles adopted by children in alcoholic or dysfunctional families (Black, 1981; Wegscheider 1981), and recently shown to exist in all families (Potter and Williams, 1991), have been proposed by Wegscheider (1981) and Black (1981) as coping strategies or behavior patterns:

Family Hero/Responsible One/Caretaker. Family Heroes are usually the eldest sons or daughters and are especially sensitive to the family's problems. Feeling responsible for the pain of others, heroes try to improve the situation. This may be accomplished through being a high achiever and a great success in school or work. They put others' needs before their own to provide self-worth for themselves and to bring positive recognition to the family.

Scapegoat/Acting-Out Child /Problem Child. Scapegoats tend to be the second child and do not work to achieve recognition as Heroes do. They instead pull away in an antisocial way, bringing negative attention to themselves and the family. They may drop out of school, get into trouble with the law, or abuse illegal substances. The unacceptable or "bad" behaviors of the scapegoats serve as the focus of attention for the family.

Lost Child/Adjuster/Forgotten Child. Lost Children are rather isolated from the family, may depend on fantasy or drugs to escape from the seclusion, and do neither poorly nor well in school. They may be labeled as the shy one in the

family, face many problems alone, try to avoid any confrontations or cause problems with other family members. This strategy results in loneliness and personal suffering.

Mascot/Placater. Mascots feel the emotions of the family greatly. They provide relief and humor for the family by being charming and funny during stressful times. Although this behavior relieves the pain of some members of the family, it does not help the Mascots, who are usually neglected and need the approval of others unless serving in the court jester role.

Although not all children of alcoholics are affected equally (Werner, 1986), each member of the family is part of the mechanism that maintains the homeostatic environment. Wegscheider (1981) compares this homeostatic mechanism to a mobile, centered around alcoholism or the parent's dysfunctional behavior. Each member must maintain his or her interconnections around the most dysfunctional part and balance each other's behaviors in response to changing circumstances. This leaves little energy for vital family needs such as communication (Wilson & Orford, 1978). The denial that alcoholism is the crux of the family's dysfunction and the inability for any one of the members to vocalize their feelings has been summed up by Black (1981): don't talk; don't trust; don't feel.

The study done by Potter and Williams (1991) presented the most workable empiric data pertaining to the children's roles in alcoholic families. Through the use of the CRI and other measures, data were obtained that validates the four roles in isolating those children who may be at risk for alcohol-related problems or developing problem behaviors. As stated above the results of their study indicate that these roles exist in all families, regardless of

the presence or absence of parental alcoholism. The four roles were also examined with respect to variables such as self-esteem and perceived social support systems. Differences were found to exist within the four roles. Specifically, self-esteem was significantly related positively to the Hero and Mascot subscales and negatively to the Lost Child and Scapegoat subscales. Gender differences were also apparent; females were more likely to identify with the Hero role and males with the Mascot and Scapegoat roles. Pertaining to COA status, the Lost Child role was positively related to problems with alcohol but the Hero and Mascot roles were negatively related to such problems. The Hero and Mascot scores were significantly higher in the non-clinical or comparison group.

Clinical research has suggested that children from alcoholic parents tend to have lower self-esteem than those who do not come from alcoholic homes (Woititz, 1983). Potter and Williams (1991) have also demonstrated that self-esteem was significantly related to all four roles within the clinical subsample. Self-esteem is defined by Rosenberg (1979) as an aggregate of an individual's thoughts and feelings towards him or herself. Self-esteem is reflected in the RSE scale items to represent how the individual respects and considers his or her self-worth. Simply put, an individual who has higher self-esteem is "self-accepted" without conceiving him or her self superior to others.

Maslow (1970) theorized that self-esteem is a vital prerequisite of self-actualization. Maslow also hypothesized that self-actualization is the aspiration for self-fulfillment and the proclivity for one to realize one's full potential. Historically, the measurement of self-actualization has been a difficult task. Differences in base theory and construct definitions cloud the attempts at a

standard measure (Weiss, 1991). The best known measures of self-actualization are the Personal Orientation Inventory (POI; Shostrom, 1964) and the Personal Orientation Dimensions (POD; Shostrom, 1975). Each of these inventories utilizes a variety of subscales; however, the length of both instruments prohibit their use in many research settings (Crandall, McCown, & Robb, 1988). The POI consists of 150 forced-choice items and the POD consists of 260 forced-choice items. Jones and Crandall (1986), developed the Short Index of Self-Actualization, which utilizes fewer items and a Likert-scaled dimensional rating of agreement with items rather than forced-choice.

Jones and Crandall (1986) determined that there are significant correlations between self-actualization and self-esteem. As was previously stated, theoretically self-esteem is an essential component of self-actualization. To explore the conceptual overlap between self-actualization and self-esteem, Richard and Jex (1991) examined self-esteem and self-actualization through a factor analysis of items from the Rosenberg Self-Esteem Scale and the Short Index of Self-Actualization. The findings indicated that although there is some interplay between self-actualization and self-esteem, there is enough distinction between the two for them to be considered separate concepts.

In the original study by Potter and Williams (1991), a comparison sample of nonCOA's was utilized to determine differences among the four CRI roles and self-esteem. The subjects in this sample consisted of college students in introductory psychology classes, members of church groups, and participants in an organization called Building Family Strength. The results were similar to the clinical sample, with the exception of the Scapegoat role. Self-esteem was positively related to the Hero and Mascot subscales and negatively with the Lost

Child subscale. All four CRI subscales demonstrated significance after the Mascot and Scapegoat subscales were combined. The use of a pure college sample without the identification of COA status may result in differences in levels or degrees of self-esteem and self-actualization among the CRI roles due to this population being a more homogenous sample.

The four roles can be applied to the study of members of the Greek community where alcohol consumption is a significant component in social functions (Faulkner, Alcorn, & Garvin, 1989) and where alcohol is considered the drug of choice (Goodwin, 1992). Therefore the examination of the four roles in the Greek organization is of interest. In addition, the possible differences in levels of self-esteem and self-actualization among these individuals can be studied. Measures determining role identification such as the CRI may be used to recognize those individuals with potential problem behavior within this social environment.

Hypothesis

The principal hypothesis of this thesis was that the four roles of the Hero, Scapegoat, Lost Child, and Mascot could be applied to a sample of college students regardless of COA status with no significant differences found between these two populations. It was hypothesized that there would be some distinct differences among the four roles in levels of self-actualization and self-esteem. Specifically, self-actualization and self-esteem would be positively related to the Hero and Mascot subscales and negatively related to the Scapegoat and Lost Child subscales. The final hypothesis was that there would be interaction between self-esteem, self-actualization, gender, membership in a Greek organization and COA status. The predictions were that males and

nonCOA's would have higher degrees of self-esteem and self-actualization than females and COA's, respectively. No predictions were made for Greek affiliation.

Chapter II

Method

Subjects. Participants consisted of 266 college-aged students ($M=21$ years with a range of 18 to 53 years) from a mid-western university. All were enrolled in introductory liberal arts courses. All subjects provided informed consent and were free to withdraw from the study at any time without reprisal. Out of the 265 who indicated their gender, there were 125 males and 140 females. The total number of male and female undergraduates is approximately 3,876 and 4,573, respectively. Twenty percent of the sample indicated that they belonged to a fraternity or sorority. This is consistent with the total campus population for Greek membership. Nineteen percent positively indicated that one or both parents were alcoholics.

Apparatus. The following demographic and background information was obtained: gender, age, and whether the individual was a member of a Greek organization (see Appendix A). In addition, the following four instruments were administered: Children's Roles Inventory, Short Index of Self-Actualization, Rosenberg Self-Esteem Scale, and Family CAGE.

Children's Roles Inventory (CRI). The CRI (Potter and Williams, 1991) is a 60-item test that categorized the subjects into the four possible roles dependent upon their personal characteristics. The highest score obtained for a single role identified the subject's role. Cronbach's coefficient alphas obtained for the CRI ranged from .89 to .92. Example items that indicate the roles are as follows: Hero items- 1, 15, 36, and 55; Mascot items- 4, 21, 27, and 48; Lost Child items- 29, 39, 51, and 54; Scapegoat items- 12, 17, 30, and 56 (see Appendix B - items 1 - 60).

Short Index of Self-Actualization (Short Index). The Short Index (Jones and Crandall, 1986) is a 15-item, Likert-scaled measure of self-actualization. Agreement with items 1, 3, 4, 7, 10, 12, and 15 is scored as self-actualizing. Disagreement with the remaining items, 2, 5, 6, 8, 9, 11, 13, and 14 is scored as self-actualizing. The scale has been proven to be reliable and valid without the tediousness of other inventories of self-actualization (Jones and Crandall, 1986, 1991; Richard and Jex, 1991). Cronbach alpha as reported by Richard and Jex (1991) was .67, similar to that reported by Jones and Crandall (1986) which was .65. Jones and Crandall (1986) also reported a test-retest reliability coefficient of .69. The Short Index (see Appendix C - items 1 - 15) is best used as an overall measure of self-actualization without the use of factor scores as subscales (Jones and Crandall, 1991).

Rosenberg Self-Esteem Scale (RSE). The RSE (Rosenberg, 1965) is a highly regarded unidimensional measure of self-esteem (Robinson, Shaver and Wrightsman, 1991). It is a 10-item, Likert-scored scale that is known for its ease of administration, scoring, and brevity. The four-point response format results in a scale range of 10 - 40 with higher scores representing higher self-esteem. Cronbach alpha of .88 was reported for reliability and internal consistency along with a test-retest correlation range of .82 to .85. Five items are reversed-scored: 3, 5, 8, 9, and 10 (see Appendix D - items 1 - 10).

Family CAGE. The CAGE (Frank, Graham, Zyzanski, and White, 1992) is a four-item questionnaire (see Appendix E - items 1- 4) that is used primarily for the assessment of family alcohol-related problems. This appeared to be an adequate, brief questionnaire to identify alcoholism within the limitations of its size. Each item is scored zero to two with a possible total score ranging from

zero to eight. A total score of two or higher is considered significant for perceived alcoholism. Strong internal consistency reliability has been observed for the Family CAGE with Cronbach's alpha coefficients for two studies of .84 and .89, respectively (Frank et al., 1992). Consistent with Frank et al. (1992) and for this study, a score of two or higher was utilized as the cut off for alcohol-related family problems with higher scores representing greater sensitivity to parental alcoholism. As indicated by Frank et al. (1992), this instrument is intended to screen for alcohol problems in a family. This investigation sheds some light on the relationship between children's roles and parental alcoholism.

Procedure. Demographic information was obtained and the four inventories were administered to students enrolled in introductory liberal arts courses. Participants completed the five page packet during class time after the students were assured of confidentiality and informed consent was obtained. It was assumed that the students enrolled in these introductory courses would represent a typical campus population. In addition, these students were utilized within a classroom setting to avoid possible volunteer bias resulting from selecting subjects from a pool of volunteers seeking extra credit. This would have contaminated the data by those students who would have volunteered to participate to receive some form of extra-credit, possibly over representing the Hero or Mascot roles.

Design and Analysis. Between subjects design models were used for the analysis of the dependent variables, self-esteem and self-actualization. Two separate analyses of variances were conducted, utilizing the independent

variables of the four roles, gender, membership in a Greek organization, and COA status.

Chapter III

Results

The principal objective was to investigate the CRI and the four roles in a college population regardless of COA status. In the event that two or more roles resulted in the same score on the CRI, (i.e., both the Mascot and Scapegoat scores equaled 56) a fifth role category (Blended) was utilized to allow for this contingency without disrupting the established role classification. Out of the 266 subjects, the frequency of each of the roles were: Heroes=125 (47%), Mascots=109 (41%), Lost Child=13 (4.9%), Scapegoats=7 (2.6%), and Blended=12 (4.5%). The mean scores of each of the subgroups are presented in Table 1. The means and variability were similar among all five of the subgroups including the Blended category.

Insert Table 1 about here

Secondarily, analyses of variance were conducted to determine differences among each of the five groups and self-actualization and self-esteem, respectively. The prediction was that the Hero and Mascot roles would be positively related to self-esteem and self-actualization, and the Scapegoat and Lost Child roles would be negatively related to self-esteem and self-actualization; none were made for the Blended group. The Scapegoat role was removed from analysis due to a low frequency ($n=7$) and was replaced with the Blended ($n=12$) group. There was no significant relationship between self-actualization and any of the roles, $F(3, 255) = 2.46$, *ns*. However, there was a significant difference in self-esteem among the groups. Post hoc analysis

(Tukey) revealed that the Lost Child group was lower in self esteem than each of the remaining groups of Hero, Mascot, and Blended, $F(3, 255) = 5.02$, $p = .002$.

Chi-square analyses were conducted to determine relationships among role category and COA status, Greek affiliation, and gender. Of the three different analyses completed, no significant differences were detected: COA status, $\chi^2(3, 245) = 5.94$, ns; Greek, $\chi^2(3, 250) = 3.68$, ns; and gender, $\chi^2(3, 253) = 3.70$, ns.

Multiple t -tests were conducted to explore any differences found between COA status and self-actualization, self-esteem, and the four roles. A significant difference was found only between parental alcoholism and the Scapegoat subscale: COA's scored higher ($M = 38$) than non-COA's ($M = 34$), $t(255) = 2.58$, $p = .01$.

Finally, no interaction or main effects were found for self-actualization by gender, Greek, or COA status. Similarly, there were no main effects for self-esteem by Greek or COA status. However, there was a significant main effect for self-esteem by gender: males ($M = 33.8$) scored higher than females ($M = 32.1$), $F(1, 245) = 7.17$, $p = .008$.

Chapter IV

Discussion

Potter and Williams (1991) presented research suggesting that the four children's roles exist in all families regardless of the presence of parental alcoholism. The results of this research do not fully support Potter and Williams' assertion. Although the vast majority of the sample population could be placed within the Hero or Mascot roles, the Lost Child and Scapegoat subscales were not as common. Possible reasons for this outcome are the nature of the roles, the college sample, or the CRI itself.

The uneven frequency distribution for the roles challenges the assumption that each group can be found in a general population. At most, there were two discernible groups, Heroes and Mascots. In contrast to Wegscheider (1981), the remaining roles could be combined and redefined as an isolated-scapegoat group. It may be hypothesized that perhaps the Lost Child and Scapegoat roles are not as prevalent in society as a whole. Although the existence of all four of these roles may be apparent in alcoholic families, the likelihood that a child from a non-alcoholic family may exhibit the behavior associated with or self-identify as a Lost Child or a Scapegoat may not be as probable. This assumption may, at least, be applied to a college sample.

The small numbers for the Lost Child and Scapegoat groups may also be a result of the population sample. Conceivably, the individuals within these two groups may have fewer resources - cognitively, economically or emotionally - than the Hero and Mascot roles and as a result be less likely to attend an institution of higher education. Alternatively, Lost Children and Scapegoats may simply choose not to attend college.

There is a question of why the 4.5% of the total sample that was categorized in the Blended subgroup was not classified into separate roles by the CRI. The placing of individuals within the four roles is based upon the highest score achieved. For a college population, this method of segregating the sample appears to be inadequate due to inherent problems within this subject pool (Crowley, 1991). Compared to the general population, college students have a tendency to be more homogenous in regards to such variables as having higher occupational desires, having more success in high school and coming from more affluent backgrounds (Crowley, 1991). A possible solution to the separation difficulty may be found through factor analyzing those items which weigh more heavily for each of the roles. These items could then be given a greater score, which would increase the probability of greater variability among the four roles. However, the literature states that these roles are not rigid and that individuals within "healthier" families may adapt to different roles as needed (Black, 1981; Wegscheider, 1981). Therefore, it could be that these individuals saw themselves as belonging to more than one role as a result of frequent adjustments to their family environment. Consequently, either this Blended subgroup should be considered when using the CRI with a population of college students or a better means of role separation is recommended.

In addition, a pitfall that can be found for all four of the separate inventories used is that of social desirability. It is possible that the participants responded to more positive items or strongly agreed with what they thought were more "desirable" questions and statements. This may have had a stronger impact on those students who imagined that the results of the this thesis would be under scrutiny of their instructor and would not want to appear to be "poor"

students even though this was guarded against with statements given prior to administration. Answering the statements on the CRI in a manner that was socially desirable may have skewed the role separation, leaving high Hero and Mascot placement and a Blended subgroup as large as the Lost Child and Scapegoat subgroups.

The prediction that the Hero and Mascot roles would have higher degrees of self-esteem and self-actualization than the Lost Child and Scapegoat roles was not entirely established. Two possible reasons for this are the small subsample sizes for the Lost Child and Scapegoat groups and again, the college population sample itself. However, the fact that the Hero, Mascot, and Blended groups scored higher in self-esteem than the remaining Lost Child role and not in self-actualization is noteworthy. This difference in resulting significance of self-esteem and self-actualization, also noted by Richard and Jex (1991), suggests a distinction between these two theoretical concepts or how they are tangibly examined. The Lost Child is described as being isolated from the family, shy, and lonely. These personality characteristics could very well contribute to an individual's feelings of lower self-worth compared to other members of their family but not necessarily affect their desire to attend college. In addition, the fact that females in a college population scored lower in self-esteem than males but not in self-actualization may be for similar reasons. Research has demonstrated that women have had significantly lower self-esteem than males (Winefield, Winefield, Tiggemann, & Goldney, 1991; Moran & Eckenroad, 1991). One theory that explains this gender difference is that of social stress (Moran & Eckenroad, 1991). In this theory, women are more vulnerable to the negative effects of stress due to a bias which favors men in

social norms. Lower self-perception for women is the result of less favorable evaluations in different aspects of social life. Another theory is that of different levels of socialization experienced by girls and boys during early childhood (Meddin, 1986). Girls are socialized to be more powerless and dependent and boys to have more autonomy and individualism. This may ultimately lead to lower levels of self-esteem for women while not affecting their desire for personal achievement.

Although it was predicted that no differences would be found between the independent variable of COA status, the significant results of this aspect of the study are congruent with those found by Potter and Williams (1991). COA-Scapegoats scored higher means than nonCOA-Scapegoats. This indicates that COA-Scapegoats identified (i.e., endorsed more items) with this role more than did nonCOA's. The Scapegoat's behaviors are described as bringing negative attention to themselves, pulling away from their family in antisocial ways, and having trouble with the law. With this in mind and an estimated 15 million school-age children of alcoholics in the United States (Black, 1981) and only 5% of the school age children of alcoholics being identified and treated (NIAAA, 1983), the use of the CRI as an intervening tool to identify those children who are more likely to be at risk for developing problematic behavior or emotional difficulties may prove to be beneficial. If grade school children were administered a version of the CRI that was modified for their educational level, and a child scored above an established norm for the Scapegoat role, either parental alcoholism or some other family dysfunction may be a factor in that child's environment and proper intervention may be utilized.

One improvement to this study would be to use a younger sample, such as high-school or junior-high students in a public school setting where the students are required by law to attend. With a younger, more diverse subject population, separation among the four roles might be greater and the possibility of finding those students who are at a higher risk for problems with self-esteem, self-actualization, or even alcohol abuse would be enhanced.

In summary, significance was found in these areas: COA-Scapegoats scored higher on the CRI for this subgroup than nonCOA-Scapegoats; Heroes, Mascots, and Blendeds scored higher than Lost Children in self-esteem; and males scored higher in self-esteem than females. The results from this study indicate that the four theoretical children's roles can cautiously be applied to a college population with few empirical differences. However, self-esteem is a more definitive variable for validating the four roles than self-actualization, Greek affiliation, or gender. Further research is needed to determine if this added information could be used to help identify those children who may be at risk for developing low self-esteem or problem behavior as a result of which role they may adopt. In addition, more research is needed to ascertain if the use of these four roles is an appropriate means for labeling individuals who do not come from alcoholic families.

References

- Ackerman, R. J. (1983). Children of alcoholics. Holmes Beach, FL: Learning Publications, Inc.
- Black, C. (1981). It will never happen to me. Denver, CO: M. A. C. Printing & Publishing Division.
- Crandall, R., McCown, D. A., & Robb, Z. (1988). The effects of assertiveness training on self-actualization. Small Group Behavior, 19, 134-145.
- Crowley, J. E., (1991). Educational status and drinking patterns: How representative are college students? Journal of Studies on Alcohol, 52, (1), 10-16.
- Deutsch, C. (1982). Broken bottles, broken dreams: Understanding and helping the children of alcoholics. New York: Teachers College Press.
- Faulkner, K. K., Alcorn, J. D., & Garvin, R. B. (1989). Prediction of alcohol consumption among fraternity pledges. Journal of Alcohol and Drug Education, 34, 12-20.
- Frank, S. H., Graham, A. V., Zyzanski, S. J., & White, S. (1992). Use of the Family CAGE in screening for alcohol problems in primary care. Archives of Family Medicine, 1, 209-216.
- Goodwin, L. (1992). Alcohol and drug use in fraternities and sororities. Journal of Alcohol & Drug Education, 37, (2), 52-63.
- Hecht, M. (1975). Children of alcoholics are children at risk. In Nursing of Children and Adolescents (pp. 99-105). New York: American Journal of Nursing Company.

- Jones, A., & Crandall, R. (1986). Validation of a short index of self-actualization. Personality and Social Psychology Bulletin, 12, 63-73.
- Jones, A., & Crandall, R. (1991). Handbook of self-actualization. [Special issue]. Journal of Social Behavior and Personality, 6, (5), 339-344.
- Maslow, A. (1970). Motivation and personality (2nd ed.). New York: Harper & Row.
- Meddin, J. R. (1986). Sex differences in depression and satisfaction with self: Findings from a United States national survey. Social Science and Medicine, 22, 807-812.
- Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.
- Moran, P. B., & Eckenrode, J. (1991). Gender differences in the costs and benefits of peer relationships during adolescence. Journal of Adolescent Research, 6, 396-409.
- National Institute on Alcohol Abuse and Alcoholism. (1983). Alcohol and health, fifth special report to the U.S. Congress for the Secretary of Health and Human Services. Rockville, MD: Author.
- Potter, A. & Williams, D. (1991). Development of a measure examining children's roles in alcoholic families. Journal of Studies on Alcohol, 52, 70-77.
- Preli, R., Protinsky, H., & Lawrence, C. (1990). Alcoholism and family structure. Family Therapy, 17, 1-8.

- Richard, R. L., & Jex, S. M. (1991). Further evidence for the validation of the Short Index of Self-Actualization. In A. Jones & R. Crandell (Eds.), Handbook of replication research. [Special issue.] Journal of Social Behavior and Personality, 6 (5), 331-338.
- Robinson, J. P., Shaver, P. R., & Wrightsman. (1991). Measures of personality and social-psychological additudes. San Diego, CA: Academic Press.
- Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.
- Rosenberg, M. (1979). Conceiving the self. New York, NY: Basic Books, Inc.
- Shostrom, E. L. (1964). A test for the measurement of self-actualization. Educational and Psychological Measurement, 24, 207-218.
- Shostrom, E. L. (1975). Personal Orientation Dimensions. San Diego, CA: Educational and Industrial Testing Service.
- Tharinger, D. J., & Koranek, M. E. (1988). Children of alcoholics - At risk and unserved: A review of research and service roles for school psychologists. School Psychology Review, 17 (1), 166-191.
- Wegscheider, S. (1981). Another chance: Hope and health for the alcoholic family. Palo Alto, CA: Science and Behavior Handbook, Inc.
- Weiss, A. S. (1991). The measure of self-actualization: The quest for the test may be as challenging as the search for the self. In A. Jones & R. Crandell (Eds.), Handbook of self-actualization. [Special issue.] Journal of Social Behavior and Personality, 6 (5), 265-290.

Werner, E. E. (1986). Resilient offspring of alcoholics: A longitudinal study.

Journal of Studies on Alcohol, 47, 34-40.

Wilson, C., & Orford, J. (1978). Children of alcoholics. Journal of Studies on

Alcohol, 39, 121-142.

Winefield, A. H., Winefield, H. R., Tiggemann, M., & Goldney, R. D.

(1991). A longitudinal study of the psychological effects of unemployment and unsatisfactory employment on young adults. Journal of Applied Psychology, 76, 424-431.

Woititz, J. (1983). Adult children of alcoholics. Deerfield Beach, FL: Health Communications.

Woodside, M. (1983). Children of alcoholic parents: Inherited and psychosocial influences. Journal of Psychiatric Treatment and Evaluation, 5, 531-537.

Table 1

Descriptive statistics for the entire sample of the four roles in the Children's Role Inventory including the substituted Blended subgroup

	Frequency	Mean Score	Standard Deviation
Hero	125	33.69	4.73
Mascot	109	32.46	5.02
Lost Child	13	28.62	5.45
Scapegoat	7	31.43	4.50
Blended	12	34.25	4.56
Total	266		

Appendix A

Thank you for your time and effort with this study. Please take note that at any point during the survey, you are free to decline or withdraw from this study without reprisal. I encourage you to take your time and not to be troubled with any one item. There is no right or wrong answer. Thank you again.

Sincerely,

Todd E. Pienkos

Please indicate by circling the appropriate number or by filling in the blank line:

Gender: 1 Male 2 Female

Age: _____

Number of siblings: older _____ younger _____

Member
of a Greek
organization: 1 Yes 2 No

Appendix B

The following words or phrases describe behaviors and characteristics of children. Circle the number that best fits how each word or phrase describes how you were or how you acted in the family in which you were raised.

- 1 = Strongly Disagree -or- Very Unlike Me { SD }
 2 = Disagree -or- Unlike Me { D }
 3 = Undecided { U }
 4 = Agree -or- Like Me { A }
 5 = Strongly Agree -or- Very Like Me { SA }

When I was a child, I ...

	SD	D	U	A	SA		SD	D	U	A	SA
1. was an achiever	1	2	3	4	5	31. was level-headed	1	2	3	4	5
2. was aggravating	1	2	3	4	5	32. was lonely	1	2	3	4	5
3. was aggressive	1	2	3	4	5	33. was a loner	1	2	3	4	5
4. was animated	1	2	3	4	5	34. was mature	1	2	3	4	5
5. was annoying	1	2	3	4	5	35. misbehaved	1	2	3	4	5
6. was belligerent	1	2	3	4	5	36. was orderly	1	2	3	4	5
7. was capable	1	2	3	4	5	37. was organized	1	2	3	4	5
8. was the center of attention	1	2	3	4	5	38. was outgoing	1	2	3	4	5
9. was charming	1	2	3	4	5	39. was passive	1	2	3	4	5
10. was cheerful	1	2	3	4	5	40. performed well	1	2	3	4	5
11. was comical	1	2	3	4	5	41. played alone	1	2	3	4	5
12. was deceitful	1	2	3	4	5	42. was playful	1	2	3	4	5
13. was defiant	1	2	3	4	5	43. was quiet	1	2	3	4	5
14. was delinquent	1	2	3	4	5	44. was rebellious	1	2	3	4	5
15. was dependable	1	2	3	4	5	45. was reserved	1	2	3	4	5
16. was depressed	1	2	3	4	5	46. was sensible	1	2	3	4	5
17. was disobedient	1	2	3	4	5	47. was shy	1	2	3	4	5
18. was disruptive	1	2	3	4	5	48. was social	1	2	3	4	5
19. was dutiful	1	2	3	4	5	49. was solemn	1	2	3	4	5
20. was entertaining	1	2	3	4	5	50. was solitary	1	2	3	4	5
21. was excitable	1	2	3	4	5	51. was submissive	1	2	3	4	5
22. was friendly	1	2	3	4	5	52. was super- responsible	1	2	3	4	5
23. was funny	1	2	3	4	5	53. was successful	1	2	3	4	5
24. was helpful	1	2	3	4	5	54. was timid	1	2	3	4	5
25. was hostile	1	2	3	4	5	55. was thorough	1	2	3	4	5

College Population

27

- 26. was humorous 1 2 3 4 5
- 27. was hyperactive 1 2 3 4 5
- 28. was ill-mannered 1 2 3 4 5
- 29. was introverted 1 2 3 4 5
- 30. was irritating 1 2 3 4 5

- 56. was a trouble
maker 1 2 3 4 5
- 57. was trustworthy 1 2 3 4 5
- 58. was unsocial 1 2 3 4 5
- 59. was withdrawn 1 2 3 4 5
- 60. was witty 1 2 3 4 5

Appendix C

Please indicate to what extent you agree or disagree with each of the following statements by circling the appropriate number.

- 1 = Strongly Disagree { SD }
 2 = Disagree { D }
 3 = Somewhat Disagree { sd }
 4 = Somewhat Agree { sa }
 5 = Agree { A }
 6 = Strongly Agree { SA }

	SD	D	sd	sa	A	SA
1. I do not feel ashamed of any of my emotions.	1	2	3	4	5	6
2. I feel I must do what others expect of me.	1	2	3	4	5	6
3. I believe that people are essentially good and can be trusted.	1	2	3	4	5	6
4. I feel free to be angry at those I love.	1	2	3	4	5	6
5. It is always necessary that others approve what I do.	1	2	3	4	5	6
6. I don't accept my own weaknesses.	1	2	3	4	5	6
7. I can like people without having to approve of them.	1	2	3	4	5	6
8. I fear failure.	1	2	3	4	5	6
9. I avoid attempts to analyze and simplify complex domains.	1	2	3	4	5	6
10. It is better to be yourself than to be popular.	1	2	3	4	5	6
11. I have no mission in life to which I feel especially dedicated.	1	2	3	4	5	6
12. I can express my feelings even when they may result in undesirable consequences.	1	2	3	4	5	6
13. I do not feel responsible to help anybody.	1	2	3	4	5	6
14. I am bothered by fears of being inadequate.	1	2	3	4	5	6
15. I am loved because I give love.	1	2	3	4	5	6

Appendix D

Please indicate to what extent you agree or disagree with each of the following statements by circling the appropriate number.

1 = Strongly Disagree { SD }

2 = Disagree { D }

3 = Agree { A }

4 = Strongly Agree { SA }

- | | SD | D | A | SA |
|--|-----------|----------|----------|-----------|
| 1. I feel that I am a person of worth, at least on an equal basis with others. | 1 | 2 | 3 | 4 |
| 2. I feel that I have a number of good qualities. | 1 | 2 | 3 | 4 |
| 3. All in all, I am inclined to feel that I am a failure. | 1 | 2 | 3 | 4 |
| 4. I am able to do things as well as most other people. | 1 | 2 | 3 | 4 |
| 5. I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 |
| 6. I take a positive attitude toward myself. | 1 | 2 | 3 | 4 |
| 7. On the whole, I am satisfied with myself. | 1 | 2 | 3 | 4 |
| 8. I wish I could have more respect for myself. | 1 | 2 | 3 | 4 |
| 9. I certainly feel useless at times. | 1 | 2 | 3 | 4 |
| 10. At times, I think I am no good at all. | 1 | 2 | 3 | 4 |

Appendix E

Please indicate the answer that best describes your family by circling the appropriate number.

1 = Never { **N** }
2 = Occasionally { **Occ** }
3 = Often { **Oft** }

- | | N | Occ | Oft |
|---|----------|------------|------------|
| 1. Have you ever felt that one or both of your parents should cut down on their drinking? | 1 | 2 | 3 |
| 2. Has one or both of your parents ever felt annoyed by complaints about their drinking? | 1 | 2 | 3 |
| 3. Has one or both of your parents ever felt bad or guilty about their drinking? | 1 | 2 | 3 |
| 4. Has one or both of your parents ever had a drink first thing in the morning to steady nerves or get rid of a hangover? | 1 | 2 | 3 |

.....

If you have any questions about the nature of this study or if you are interested in the results, please detach this segment and contact me (for results contact after 06/06/94):

Todd E. Pienkos	or	Todd E. Pienkos
University Apartments #61		Psychology Department
South Fourth Street		Science Building
Charleston, IL 61920		