A STUDY OF SINGLE HIGH SCHOOL AND

COLLEGE STUDENTS' ATTITUDES

ABOUT MARRIAGE

By

JILL MARIE ROHRBACKER

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1979

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1983

A STUDY OF SINGLE HIGH SCHOOL AND

COLLEGE STUDENTS' ATTITUDES

ABOUT MARRIAGE

Thesis Approved:

David Fournier
Thesis Adviser

Althea Wright

Loren Keeler

Norman N. Durham
Dean of Graduate College

ii

1153831

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Statement of Problem

During the past few years there has been a growing interest in
studying marriage and divorce across the United States. Realistic
expectations of marriage as well as realistic expectations of one's
marital partner are components which lead to success in marital
adjustment. Despite the long standing interest of society in marriage
interactions and adjustment, there have been very few research studies
which have examined changes in role expectations during courtship and
marriage (Hobart, 1960).

There is a concern that engaged couples, filled with fantasies
about love and marriage will project their romantacized ideas upon their
intended mates instead of seeing them as they really are. Furthermore,
after marriage they will find out the truth and become disillusioned.
This process of idealization and disillusionment is seen as a threat to
the institution of marriage and the family insofar as it is held partly
responsible for high divorce rates (Schulman, 1974).

The divorce rate in this country has been estimated at 1.21 million
in the year 1981, up 2 percent from 1980 and 3 times the amount from
1960. Even so, statistics verify that marriage is still a very popular
lifestyle choice. Close to 95% of all men and women will marry and six
out of seven individuals who are divorced will remarry. Marriage during

the teen-age years is unquestionably the most difficult time in regard
to the stability of the marriage and for reported levels of satisfaction
which the marriage brings to the couple. Although the age of marriage
has increased, it is still considerably less than the age when couples
report the greatest marital satisfaction. In 1977, the median age at
marriage for men was 24.0 and for women, 21.6 (Knox, 1980). Couples who
married in their teen years rate their marriages as significantly less
satisfactory than couples who were married later. Women who married at
age 28 or older showed the highest percentage of satisfaction and men
who married between the age of 28 and 30 were the most satisfied
husbands. It may not be the age itself that is the critical factor but
the fact that late marriage is associated with more education, better
financial condition, more social and familial approval and high social
class (Lasswell, 1974).

In the United States, selection of a mate is basically an
individual choice made freely, without threat or interference, and based
on a feeling of being in love. There is often a romantic notion that if
one is in love, everything else will work out (Lasswell, 1974).

Lowrie (1951) has defined dating as a gradual, almost unconscious
development from the customs of courtship, whereby young people obtain
the training and experience needed for sensible selection of mates. In
other words, it is an educational process by which the young enlarge the
probability of a full and rich experience in a marriage built upon
companionship and affection between equal mates.

The years following high school and college graduations seem to be
the most popular for marrying. Sometimes it is a shock to very young
couples to realize that if they marry at age 22 or 23 and live an

average life span, they are signing up for about 50 years. There is an implied permanence, sometimes based on very slender threads of romanticism and sexual attraction (Lasswell, 1974).

Among the fears faced by unmarried youths is the extent to which their attitudes about marriage are similar or different from their prospective mates and peers. The nature of an individuals' marital behavior is influenced by attitudes towards such issues as: (1) the most important characteristic of a successful marriage; (2) the major purpose and problems that are part of marriage; and, (3) the most important factors in achieving a successful marriage (Stinnett, 1971).

As in the selection of dating partners, men and women basically appear to seek approximately the same traits in partners for marriage. Greatest stress seems to be placed on those traits contributing to "companionatibility" (considerate, well mannered, sense of humor, emotional maturity, affectionate, and sensible about money) (Lowrie, 1951).

Studies have indicated that the couple's chances for a successful marriage are best when social, educational, and class backgrounds are similar. Differences of religion and maternal origin have been found to be related to marital discord, providing a context in which hostility toward the mate can be expressed. The attitudes towards marriage held by the couple's parents, the degree of happiness the couple experienced as children, and the success of the parents' marriages have all been found to be related to marital happiness (Levine, 1963).

An awareness of changing role expectations and the diversity in role interpretations serve to emphasize the importance of functional family life education particularly at the high school level. Evidence

indicates that youth need to become aware of the significance of role-expectations in determining the quality of the relationship two people are able to build in marriage (Dunn, 1960).

Marriage education is "functional" to the degree that it facilitates and fosters the acquiring of attitudes and behavioral skills by students which will subsequently help them experience marital happiness and the accomplishment of personal goals (Scoresby, 1974). Duvall (1965) reemphasizes the point that Hatch makes by stating that marriage courses tend to be functional in that they are geared to the needs, interest, and readiness of the student.

Purpose of the Study

An awareness of the tendency in one's own sex to overestimate or underestimate the preferences of the opposite sex regarding specific marital topics might will be helpful to students who are questioning the validity of their beliefs about what "counts" with potential partners in marriage.

In realizing the importance of increasing the usefullness of marriage education as well as the difficulties many young couples have during the transition of a single youth to marriage, the purposes of this study are:

1. To utilize a new pre-marital inventory (INFORMED) designed to measure a single persons perception of marriage;

2. To compare single high school and college students expectations of marriage in the areas of religion, expectations, personality issues, roles, communication, resolving conflicts, finances, leisure, sex, children and family and friends; and,

3. To relate scales in the INFORMED Inventory to each of the

following selected background variables: year in school, sex, residence, parental income, education of parents and self, religious preference, sex education class, interaction with parents concerning sex education, parents arguments, people dated, confidence in dating relationship, perceptions of self as date, perception of self as mate, plans for marriage, perceptions of marital satisfaction, and why marriages fail.

General Statement of Hypotheses

The following general hypotheses will be addressed in this study:

1. college students' expectations of marriage are more realistic than the high school students, both because of the differences in ages and more experience in dating relationships;

2. parental interaction that is open and honest in dealing with sex and marriage will lead to less idealization of the realities of marriage;

3. students with a more positive perception of the marriage of parents and significant others will have more realistic perceptions about marriage; and,

4. high respondent confidence in self as a date and/or as a mate will affect overall expectations of marriage.

An examination of the above information will hopefully identify areas in need of additional research regarding single persons' perceptions or misperceptions about marriage.

Definition of Terms

INFORMED - Inventory For Marriage Education (Fournier, 1981).

Idealization - (1) inputing desirable qualities to a person lacking them, (2) exaggerating the degree of strengths when some are present,

and (3) denying the existence or extent of unfavorable qualities. With marriage, or shortly after marriage, emotions presumably return to normal and husband and wife begin to see one another as real rather than ideal.

Religion - degree to which a persons views reflect traditional religious beliefs and the importance placed on practicing one's religion during marriage.

Expectations - assumptions made by partners in a relationship concerning the other.

Personality Issues - the desire for those satisfactions which are obtained through intimate association with other persons. Among the needs which men and women hope to satisfy in marriage are love and affection, confidence, sympathy, understanding, dependence, encouragement, intimate appreciation and emotional security. They fulfill (1) general vs specific needs, (2) many needs as compared with only a few, one, or none at all, (3) mutual satisfaction of needs in contrast to lack of satisfaction by one or both, and (4) the degree of satisfaction of major personality needs.

Roles - the function a man or woman take in a marriage. The traditional role depicts the husband as the breadwinner and the wife as maintaining the home and caring for the children. The equalitarian role depict both man and woman working and sharing household duties.

Communication - the ability of partners to encourage the other to share feelings as well as facts by clearly stating a message whether verbally or non-verbally.

Resolving Conflicts - the way couples deal with problems that arise in their relationships.

Financial - effective management of money for the past, present, and future of both partners.

Leisure - time spent by a couple, either together or separately, for relaxation and mental well-being.

Sexual - compatible understanding of an individual as well as the partners sexual abilities, needs and wants.

Children - knowledge of the impact of children on a marriage and understanding of partners views towards children.

Family and Friends - realistic view of partners wants and needs in close relationships outside of the marriage.

CHAPTER II

REVIEW OF LITERATURE

One of America's most popular rituals is marriage. It is a
societal expectation that marriage be considered by nearly every
individual. Being single is often viewed with suspicion or criticism.
Social pressure to conform by marrying is not limited to those already
married but also includes the unmarried who tend to think of themselves
as different. Often to justify their own state, married people portray
marriage as 'natural' and anyone who does not conform to this point of
view is challenging general social values.

Motivations For Marriage

Clayton (1975) has classified the influences that motivate couples
to marry as "push" and "pull" factors. Push factors are those that
pressure a couple to move more rapidly toward marriage. Pull factors
are those magnetic agents that seem to neutralize the fears single
people may have about married life (eg. fear of being "tied down" or
losing their freedom).

The push factors include:

1. Conformity - the American cultural norm is structured to produce
married couples. Conformity, therefore, becomes a primary though not
necessarily a manifest and readily recognized reason for marriage in the
United States.

2. Love - we consider marriage to be the "normal" way of

8

translating a couple's emotional commitments into a more permanent and visible type of social undertaking.

3. Legitimization of sex and children - traditionally, society has sanctioned sexual intercourse only among those persons who have declared a legal commitment to one another.

Clayton further describes the pull factors:

1. Companionship - the prospect of a regular companion. In one study it was found that 48 percent of the married couples surveyed felt that the single most important feature of their marriage was the companionship it offered.

2. Sharing - the desire to share the same life-style, ideas and incomes.

3. Communication - many couples want to become more deeply involved in meaningful and intimate communication.

Being able to predict and understand a partners' position may be overlooked or avoided during engagement; however, with the day-to-day intimacy of married life, the exposure of these many differences is inevitable. Communication, Schulman (1974) feels, can be blocked in relation to potential conflict and thus the "other person" of a dyad is not perceived accurately. Thus, those who have not communicated about their differences may be surprised to find out about them after marriage and also may not know how to deal with them.

Winch (1954) hypothesizes that mate selection is based on complimentary needs in which each individual seeks, within his or her field of eligibles, that person who gives the greatest promise of providing maximum need gratification. It is not assumed that this process is totally or even largely conscious.

Marriage requires taking on many of the needs and wants of the person one marries. It necessitates, if marital success is to be achieved, the giving up or modification of the attitudes and habits of the single person (Burgess, 1953).

Dating

Dating provides an opportunity for some of the most important social relationships that a young person can have. The importance of dating lies in its contribution to socialization, to the maturing of personality, to the selection of a mate, and to subsequent marital adjustment (Peterson, 1956).

There are specific patterns of courtship that are typical of the early adult years. Excluding engagement and marriage, Kelley (1974) has identified three types of dating patterns:

1. Random dating - this type of courtship produces no commitments, a more familiar terminology may be that of "playing the field".

2. Steady dating - this pattern of courtship centers around one partner and some type of premarital understanding is communicated between the couple.

3. Trial arrangement - this courtship has the couple choosing a variety of lifestyles (i.e., living together, commune, etc...)

Some people view dating as part of the social and emotional educational process. Dating in this socialization form may be viewed as a developmental task of adolescence and early adulthood. Bernard (1959) defines this developmental task as one which arises at or about a certain period in the life of an individual. Successful achievement of this task leads to happiness and to success with later tasks, while failure often leads to unhappiness in the individual, disapproval by

society, and difficulty with later tasks. Learning the skill of associating with members of the opposite sex may be a developmental task of adolescence, and dating may lead to successful performance of this developmental task.

Adolescent Marriages

Christensen (1961) found that, on the average, high school males wanted to marry 3.9 years after graduation from high school and females 3.0 years. Both sexes thought the first child should come about 1.6 years from marriage. Thus, the males of the sample planned to start their families 5 and a half years after high school and females about 4 and a half years after graduation. Assuming a high school graduate is 18 years old, the average male wants to marry at 22; females at 21.

In using data from the 1960 census, Bauman (1967) concluded:

1. High school and college dropouts are more likely to experience marital instability than graduates;

2. Both dropout and instability vary by age at first marriage; and,

3. With some exceptions, the difference in instability between high school dropouts and graduates are substantially reduced when age at first marriage correspond to school-attendance age.

According to Kelly (1974), four main problems are associated with the failure of adolescent marriages:

1. immaturity;

2. lack of education;

3. finances; and,

4. parenthood.

The disruptive consequences of romantic love for marriage stemmed from an overemphasis of love and love alone as a basis for marriage. If love withers and dies during marriage, this is often taken as proof of the fact it was not true love, and thus a speedy recourse may be divorce (Hobart, 1954).

Waller (cited in Hobart, 1958) emphasized that "falling in love" was accompanied by a process of idealization of the love object. He wrote that idealization developed because of cultural blocking of the love striving, because of lack of knowledge about opposite sexed persons, and because Americans are culturally trained to idealize.

> In romantic love one builds up an almost completely
> unreal picture of a person which he calls by the same name as
> the real person, and vainly imagines to be like that person,
> but in fact the only authentic thing in the picture is the
> emotion which one feels towards it (Hobart, 1958, p. 156).

Much of this speculative discussion on the unrealistic idealization induced by romantic love in our culture would suggest a resulting disillusionment in the early stages of marriage.

The Single Person's Concerns of Marriage

The existence of negative stereotypes concerning marriage is common and may contribute to perceptions of marital dissatisfaction. This reflects the tendency of a person's behavior in marriage to be strongly influenced by the favorable or unfavorable perceptions he has developed toward marriage (Stinnett, 1971).

In a study conducted by Stinnett (1971), the greatest proportion of respondents felt that love was the primary purpose of marriage, while the second largest proportion perceived companionship as the primary purpose. Burgess and Wallin (1953) report that engaged men and women also rate love as the most important reason for marriage.

The finding that lack of effective communication was perceived as the most important reason for marital failures would seem to reflect the importance attributed to mutual listening, understanding, and the ability and freedom to share one's real feeling with another (Kitson and Sussman, 1982).

Further findings from Stinnett (1972) show that the greatest proportion of respondents felt the major problem in marriages was communication. This finding again emphasized the importance which respondents attribute to good communication, and coincides with the view of many family counselors that most marriage and family problems are due primarily to inadequate communication.

Levine (1963) states that two main misconceptions which contribute to disenchantment in marriage are: the tendency to misperceive the "loved one" prior to marriage, and over-expectations of the marital relationships. Levine continues by citing several different reasons for these misconceptions:

1. The person had been known only in certain situations that called forth his "best" behavior. Dating and courtship involved "having fun", being entertained, and other activities in which the persons were not required to evidence responsibility or deep concern for one another. They knew each other under the best circumstances, and at best these circumstances provided only a limited basis for knowing the many aspects of individual make-up that are important in the marital relationships.

2. The need to be loved by a perfect person resulted in the distorted perception of the loved one as being that person.

3. The loved one was regarded as possessing the actual or "wished for" qualities of persons who had been loved in the past.

<u>Selecting a Partner</u>

In a study done by Hewitt (1958) concerning student perceptions of desirable traits in dating and marriage partners, the traits chosen by both men and women to be crucial as viewed by the opposite sex are: well groomed and well mannered, a sense of humor, emotional maturity, health and vitality, ambitious and industrious as well as being sensible about money. In these traits, men and women not only agree with each other regarding the primary importance of these traits in a dating partner, but also correctly assess their importance in themselves as viewed by members of the opposite sex. Table I lists items which men and women checked as "crucially important" in their own selection of dating and marriage partners. In addition, it lists the percentage of those who believe these traits are important to the opposite sex in their selection of a dating or marriage partner.

Only three traits (physically attractive, affectionate, and sexually conventional) exhibit differences in the percentage of men and women who checked the trait as "crucial". In the category, "has a car or access to one", men markedly overrate the attention which women give to these items.

The seven traits regarded by a majority of both men and women as "crucially important" in selection of a dating partner are also among those most often viewed as essential in a marriage partner. In all seven traits, there is no applicable reduction in the percentage of either sex who regard them as "crucial". In fact, there is substantial gain, as in the case of emotional maturity, ambition, and sensible about money, with several traits. The trait "affectionate", is regarded as crucial by more than 80 percent of both men and women. Furthermore, a

large number of items which were only "moderately" desirable in dating
partners now assume greater importance for a large number of persons in
both sexes when marriage is in the picture.

Marriage Education

It would seem that an awareness of the diverse definitions of
masculine and feminine roles which exist today; and, insight into the
process of formulation of role expectations could help to eliminate
feeling that personal interpretations are necessarily "right" or
"wrong". Rather than defining "correct" patterns of behavior, it seems
important that emphasis be placed upon development of understanding and
interpersonal skills that will make it possible for each couple to build
a pattern of relationships that will serve its'own needs (Dunn, 1960).

Heyns (1950) has noted that a person should not enter marriage
hoping that the partner can be reformed, or that defects in his
character can be corrected. It is likely that the traits and
characteristics which are found irritating and obnoxious to the partner
before marriage will not only continue but will seem more unpleasant
following.

Dunn (1960) has found that young people's unrealistic expectations
of marriage is fertile ground for conflict in a marriage. Students tend
to find the materials presented in courses in marriage and family living
are not usually included in other subject areas. Yet these are the very
things that young people want to know as they go through the process of
dating and courtship that leads to marriage. They recognize the need to
replace their misunderstandings, misconceptions and confusions with
valid facts and concepts. They appreciate knowing what is expected of
them as dating partners, engaged pairs, husbands and wives, and fathers

TABLE I

CRUCIAL TRAITS IN THE SELECTION OF A DATING OR MARRIAGE PARTNER

| | DATING PARTNERS | | | | MARRIAGE PARTNER | | | |
| | CLAIMED CRUCIAL TO SELF | | BELIEVED CRUCIAL TO OPPOSITE SEX | | CLAIMED CRUCIAL TO SELF | | BELIEVED CRUCIAL TO OPPOSITE SEX | |
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
HEALTHY	75%	66%	65%	76%	75%	75%	85%	77%
SENSE OF HUMOR	90	81	79	89	83	87	77	70
AMBITIOUS	69	82	56	48	82	94	83	82
WELL-GROOMED	94	94	88	91	99	92	83	91
RELIGIOUS	40	37	16	16	48	66	39	46
SAME BACKGROUND	30	50	33	28	58	78	59	66
SEXUALLY CONVENTIONAL	15	58	19	29	21	38	22	39
AFFECTIONATE	67	37	63	67	82	87	77	88
NORMAL HEREDITY	55	48	49	37	66	78	80	70
INTELLECTUAL	46	37	29	29	56	57	43	42
EMOTIONAL MATURITY	84	82	70	66	90	98	82	87
SENSIBLE ABOUT MONEY	71	58	35	44	82	88	74	90
HAS CAR OR ACCESS	2	9	60	18	1	30	41	14

Hewitt, 1958

and mothers. Now when these roles are changing so rapidly, students seek to explore those most appropriate for their present and future goals.

Marriage classes aid in changing the students behavior toward a better personnel and social attitude toward marriage (Gilles and Lastrucci, 1954). Family life and sex education at both the high school and college levels have been designed to increase student knowledge of various aspects of family relationships in addition to providing information and experiences relevant to the students personal lives. Several objectives of family education are:

1. giving students a broad knowledge of the family relations field;

2. increasing students' understanding of society's attitudes about the family;

3. increasing students' competency in dating relationships; and,

4. increasing students understanding of the opposite sex (Avery, 1979).

Duvall (1965) found that those students who take some form of a marriage class:

1. are more willing to face problems of sex, courtship, and marriage;

2. more often postpone or break off going steady;

3. are more apt to terminate unpromising engagements;

4. attempt to appraise their love feelings in terms of marriage; and,

5. postpone marriage until they are prepared to assume the roles and responsibilities that make a successful marriage.

Taking family and marriage education a step further, Avery (1979) taught couples and found that they learned the material better and had a more positive attitude toward the course than the non-couples class. His findings indicate many possibilities for marital education:

1. Since those students in the couples class had a better knowledge of course material, it might be expected that they would have a clearer knowledge of the roles and expectations present in marriage. As these students gain a clearer understanding of these roles and expectations, they are likely to develop more realistic expectations and goals in their own marriage. Having more realistic goals and less idealistic expectations may, in turn result in less disappointment and disillusionment than is found in many relationships. As disappointment decreases, individuals are likely to experience greater feeling of contentment and satisfaction in their relationship.

2. The actual amount of time spent and experiences shared by the couple are increased. In Averys' study, couples spent at least 40 hours in class together where they observed, heard, and discussed their partners reactions to important issues.

3. The family relations class for couples also promoted more open communication, more honesty and acceptance of each other as individuals. They appeared more comfortable in bringing up and resolving problems as they arose.

An initial step in reducing negative stereotypes of marriage is to increase the awareness of teachers and counselors about the perceptions of unmarried students. A need exists for more extensive and more up-to-date research concerning youths' attitudes and perceptions concerning marriage. At the present time there is only a very limited

amount of research concerning unmarried youths' favorable or unfavorable perceptions concerning marriage. When teachers and counselors have current information about youths' perceptions concerning marriage, it may facilitate development of student-centered marriage education courses that motivates the student to develop more healthy and realistic attitudes concerning marriage.

A goal of this project is to assess marriage attitudes of single persons and to relate these attitudes to a variety of background factors which may influence current and future relationships.

CHAPTER III

METHODOLOGY

Type of Research

Perhaps the most frequently used method of research in the social

sciences is survey research. Surveys may be used for descriptive,

explanatory and exploratory purposes. As it is used in this research,

the survey methodology is most effective when individual people are the

units of analysis. Babbie (1979) discusses the use of survey

methodology in the following quote:

> Survey research is probably the best method available to the
> social scientist interested in collecting original data for
> purposes of describing a population too large to observe
> directly. Careful probability sampling provides a group of
> respondents whose characteristics may be taken as
> representative of those of the larger population, and
> carefully constructed standardized questionnaires provide data
> in the same form from all respondents.
>   Surveys are also excellent vehicles for the measurement of
> attitudes and orientation prevalent with a large population.
> Probability sampling and standardized questionnaires provide
> the means of discovering the prevailing attitudes among a
> large population (p. 316).

The goal of this project was to utilize a new inventory designed to

tap areas of marital beliefs and concerns that will give educators and

researchers helpful information in facilitating healthy relationship

patterns in individuals.

A total sample of 363 students were administered the

questionnaire; of the 251 that were returned, 84 were high school

students and 167 were in college. The primary sample consisted of 130

20

females and 121 males.

Subject Selection

This research project used purposive cluster samples as the primary source of data. While there are some limitations with this type of sampling, it was decided that this would provide the most efficient method of obtaining subjects deemed most appropriate for using the INFORMED Inventory.

The sample required for this study includes single persons who are not necessarily engaged. High school and college populations are good sources for this study; and therefore, attempts were made to gain a diversified sample from both of these groups.

In the fall of 1980, 275 INFORMED questionnaires were sent out to a random sample of college students living in a residence hall at Oklahoma State University. Utilizing a process of random distribution to the rooms, every third male and every other female received a questionnaire. The goal for the residence hall sample was to obtain responses from a diverse population of students not limited to academic major. The residence hall used in this sample was co-educational, with age ranges from 18-22 years, representing a cross section of the University.

The second sample used in this study was a homogeneous high school family life class in a parochial High School in Tulsa, Oklahoma. Eighty-eight questionnaires were distributed to these co-educational classes with age-ranges of 17-19. The objective in using this sample was to assess a younger population than is available on a college campus. Since marriage preparation should begin as soon as possible, a high school group is essential.

Instrumentation

The instrumentation for this project consists of two parts: the INFORMED Inventory and a Background Information Form. The Background Form is found in Appendix B and records aspects of the personal history of each the individual. These include age, family size, major interest, education, parental education and income, religiosity, ethnicity, previous marriage education, and dating history.

As most questionnaires are designed to study engaged or married couples, the INFORMED instrument used in this study was developed by Fournier (1981) for this project. The goal of the INFORMED instrument is to research the single, non-engaged individual. The Background Information Form was developed by this author in conjunction with Dr. David G. Fournier, thesis advisor.

The response format was developed in order to obtain an adequate range of responses. Each of the 152 items are answered using the format in Table II. There is no "undecided" answer for the respondent therefore requiring him to make a choice in one direction or another.

TABLE II

INFORMED RESPONSE FORMAT

1	2	3	4	5	6
Strongly Agree	Agree	Agree More Than Disagree	Disagree More Than Agree	Disagree	Strongly Disagree

Appendix A lists each item by category along with the placement in the Inventory. Each content category consists of 12-17 items. Table III is a list of INFORMED categories and the item numbers from the questionnaire that make up each scale. Appendix A lists each item in detail.

Johnson (1982) completed an initial reliability analysis on the INFORMED Inventory and found that all but one scale meets the minimum requirements for research. The scale reliabilities range from a low of .40 to a high of .88. Only the Family and Friends category (.07) has a questionable reliability. Results for that section will be carefully interpreted.

Data Collection Procedure

The respondents were instructed to complete the Background Form and the INFORMED Inventory. The average time required for the administration of the questionnaire was 30-45 minutes although no time limit is given. The respondents were assigned numbers, rather than names, and were assured their responses would be held in confidence.

The questionnaires were distributed to the High School student's during their regular classroom time. Students were informed that the purpose of the study was to compare single high school and college students expectations of marriage.

College student questionnaires were sent out through campus mail with a cover letter explaining the purpose of the study. Confidentiality was stressed and students were encouraged to return the completed questionnaire to the authors mailbox. Three days after the questionnaires were sent out, a follow-up letter was sent to all students receiving the questionnaire. The sample consisting of college

TABLE III

INFORMED CONTENT TITLES AND ITEM NUMBERS IN EACH CATEGORY

Category No.	Category Name	No. of Items	Item Numbers *
I	Expectations	12	A7, A19, B6, B18, C8, C21, D25, D12, E13, F2, G4, F16
II	Sexuality ✓	17	A9, A21, B8, B20, C10, C14, D1, D5, D14, D18, E2, E19, E6, E15, F4, F18, G6
III	Idealism	12	A5, A17, B4, B16, C6, C19, D10, D23, E11, F14, E24, G2
IV	Personality	14	A12, A24, B12, E5, C1, E18, C13, D4, D17, F7, F21, G9
V	Roles	12	A4, A16, B3, B15, C5, C18, D9, D22, E10, E23, F13, G1
VI	Communication	13	A6, A18, B5, B17, C7, C20, D11, D12, F1, F15, G3, D24, G10
VII	✓Conflict Resolution	12	A3, A15, B2, B14, C4, D8, D21, E9, E22, F12, F24
VIII	✓Finances	13	A1, A13, A25, B12, C2, C15, D6, D19, E7, E20, F10, F22, G5
IX	✓Leisure	11	A8, A20, B7, D13, B19, C9, C22, E1, E14, F3, F17
X	Family and Friends	12	A2, A14, B1, B13, C3, C16, D7, D20, E8, E21, F11, F23
XI	✓Religion	12	A11, A23, B10, B22, C12, D3, D16, E4, E17, F6, F20, G8
XII	Children	12	A10, A22, B9, B21, C11, D2, D15, E3, E16, F5, F19, G7

* Items underlined are reversed (1=6, 2=5, 3=4, 4=3, 5=2, 6=1) prior to scoring to account for positive and negative slants built into each question.

students were chosen at random. Every third male and every other female received a questionnaire.

The INFORMED questionnaire consists of 152 questions divided among 12 subscales. These subscales were: Resolving Conflicts, Personality Issues, Idealsm, Financial, Family and Friends, Roles, Expectations, Leisure, Sexual, Children, Religion and Communication.

The questionnaire responses were based on the Likert-type scaling. Likert scaling is a measurement technique based on the use of standardized response categories for several questionnaire items (Babbie, 1979). The Likert scale contains a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds with various degrees of intensity on a scale ranging between extremes such as agree-disagree. The scores of the position responses for each of the separate scales were summed to yield an individual's attitude score (Issac, 1979). For INFORMED, items in each scale are summed using the 1-6 values presented in Table II. As mentioned in Table III, some values are reversed since positive and negative item wording is used to reduce response bias.

Cleaning The Data

The first step in "cleaning the data" was to scan each individual background questionnaire and INFORMED Inventory for any problems such as incomplete answers or obvious mistakes (i.e., answering birthyear as 1980). Each questionnaire was then coded. When coding was completed, a second check of the code sheet and questionnaire was done to catch any errors before the data was sent to be keypunched. When keypunching was completed, another check was performed to catch any keypunching errors. All errors were then corrected.

To permit quantitative analyses, the data was converted to the form of numerical codes representing attributes of variables. The conversion of data into this form will be referred to as coding.

The end product of the coding process is the conversion of data items into numerical codes representing attributes composing variables, which in turn, are assigned card and column locations within a data file. The codebook is a document that describes the locations of variables and the code assignments to the attributes composing those variables. The codebook serves two essential functions. First, it is the primary guide used in the coding process. Second, it serves as a guide for locating variables and interpreting punches in the data file during analysis (Babbie, 1979).

While the process of "cleaning" the data is time consuming, it is essential if the researcher is to have confidence in the results.

Statistical Procedure

The Breakdown procedure in the Statistical Package For The Social Sciences (SPSS) was used to analyze much of the data. Breakdowns provide a simple technique for examining the means and variances of a dependent variable among various subgroups in a sample (Nie, 1975). In short, the Breakdown procedure provides the one way analysis of variance which was utilized in this project.

For purposes of this paper, it was decided to use the Breakdown calculations of the mean, standard deviation, F-ratio, and probability scores. In many respects, this operation is analogous to cross-tabulation where each mean and standard deviation summarizes the distribution of a complete row or column of a contingency table. Given a numeric dependent variable for which a mean is a reasonable measure of

central tendency, Breakdown enables the user to obtain means, standard deviations and variances of the variable for complex classifications involving independent variables (Nie, 1975).

In analyzing the data presented in this paper, the twelve <u>dependent variables</u> consist of the twelve subscales of the INFORMED scale. They are: Resolving Conflicts, Personality Issues, Idealism, Financial, Family and Friends, Roles, Expectations, Leisure, Sexual, Children, Religion and Communication. The <u>independent variables</u> consist of age, number of steady dates, class, sex-education class, interaction with parents concerning sex, satisfaction of people you know with their marriage, parental argument resolution, confidence in dating relationships, self rating as a date and self rating as a potential mate.

The mean, or average, enables the user to reduce the given data to an easily manageable form. The mean is merely the sum of the individual values for each case divided by the number of cases (Nie, 1975).

Nie (1975) further explains the standard deviation as another measure of the dispersion about the mean of an interval-level variable. It is the square root of the variance; its advantage is that it has a more intuitive interpretation, being based on the same units as the original variable.

In using the Breakdown statistical procedure, SPSS effectively executes a one-way analysis of variance which allows the users to statistically test whether the means of subsamples are significantly different from each other. If the means are not found to be significantly different, users cannot reject the hypothesis that the true subpopulation means are equal and that the deviations which occur

are the result of sampling error. Conversely, if it is found that the means are significantly different, users can reject the hypothesis that the true subpopulation means are equal.

The actual testing is done by comparing the computed F-ratio (F=between-groups mean square/within-groups mean square) which is reported in the analysis of variance table, to the known sampling distribution of the F-ratio (Nie, 1975).

The probability scale aids the user in determining how often they are willing to reject the hypothesis when it should not be rejected. For purposes in this paper, the hypothesis will be rejected if the probability is greater than .05.

Hypotheses

Hypotheses to be examined are:

1. Older students will have higher scores on INFORMED scales than younger students.

2. College students will have higher scores on INFORMED scales than high school students.

3. Students who have had a number of serious relationships will score higher on the INFORMED questionnaire than those who have had few or no steady dates.

4. Students with greater dating experience will score higher on the INFORMED scales.

5. The more interaction a student has with their parents concerning sex education the higher they will score on the INFORMED scales.

6. Students who have seen their parents resolve an argument will score higher on the INFORMED scales than those who have not seen their

parents resolve an argument.

7. Students who have had a sex education class will score higher on the INFORMED scales than those who have not had such a class.

8. Students who rate people they know as being satisfied with marriage will have higher scores on the INFORMED scales than those students who have not known people who are satisfied with their marriage.

9. Students who rate themselves highly as a date will have higher scores on the INFORMED scales than those who do not rate themselves high.

10. Students who rate themselves highly as a potential mate will score higher on the INFORMED scales than those who do not rate themselves high.

11. The more confident the student is about their attractiveness as a date, the higher they will score on the INFORMED scales.

CHAPTER IV

RESULTS

Description of Subjects

Table IV presents a description of the 251 students who participated in this study. Of the total number of respondents, 130 (52%) were women, and 121 (48%) were men.

Individuals ranged in age from under 18 to over 21 years old. The overall distribution in age is fairly proportionate with 63 respondents less than 18 (25%), 59 were 18-19 years (24%), 64 were 19-20 years (25%), and 65 (26%) were 21 and older. Ninety percent of the sample was white, the remaining 10% were of either Spanish Descent, Black or other minorities.

Of the total sample, 84 (33%) were high school students and 167 (67%) were college students. The majority lived in a residential area with a population less than 100,000 (52%). Forty-eight percent of the sample lived in an area with a population more than 100,000.

The greatest proportion of parental income was $35,000 and over (43%). The lowest category of income was less than $25,000 (30%).

Parent education was generally high for both mothers and fathers. Thirty six percent of the mothers graduated from a 4-year college while 50% of the fathers completed either professional school or college. The two highest categories for mothers were High School (24%) and Some College (24%) while the highest categories for fathers were College

TABLE IV

CHARACTERISTICS OF THE SUBJECTS

Characteristic	f	%	Characteristic	f	%
Sex			Occupation of Father		
Female	130	52	Professional	7	3
Male	121	48	Other Professional	56	23
Class			Skilled	5	2
High School	84	33	Sales	22	9
College	167	67	Laborer	5	2
Age			General Services	3	1
Less than 18	63	25	Student	0	0
18-19	59	24	Househusband	0	0
19-20	64	25	Retired	10	4
21 and over	65	26	Other	33	13
Residence			Religious Preference		
Under 100,000	131	52	Agnostic	11	4
Over 100,000	119	48	Baptist	44	18
Parental Income			Catholic	90	36
Less than $25,000	74	30	Christian	29	12
25,000-34,999	55	26	Episcopal	6	2
35,000 and over	106	43	Jewish	6	2
Education of Mother			Other	33	13
Professional School	64	26	Degrees of Religiosity		
College Graduate	75	30	Very Religious	46	19
Some College	73	29	Somewhat Religious	178	72
High School	34	14	Not Important	22	9
Grade School	3	1	Quite Opposed	2	1
Don't Know	3	1	Ethnicity (Optional)		
Education of Father			Black	6	2
Professional School	64	26	White	224	90
College Graduate	75	24	Indian-American	9	4
Some College	57	23	Spanish Descent	5	2
High School	34	14	Other	4	2
Some High School	13	5	Sex Education Class		
Grade School	3	1	Yes	154	61
Occupation of Mother			No	97	39
Professional	7	3	Plans for Marriage		
Other Professional	56	23	Yes	52	21
Skilled	5	2	No	199	79
Sales	56	23	Good Age to Marry		
Laborer	7	3	18-23	108	45
General Services	6	2	24-25	84	35
Student	4	2	Marriage Due to Pregnancy		
Housewife	94	38	Yes	23	9
Retired	4	2	No	225	91
Unemployed	1	0			
Other	8	3			

Graduate (30%) and Graduate School (26%). For mothers, only 36% had less than a high school education. Fathers were better educated with only 21% having high school education or less.

The largest occupational category for mothers is that of housewife (38%), the least occurring occupation for mother is unemployed. The largest occupational category for fathers is the professional category (34%), while the majority of the rest were in other professional and skilled jobs.

The religious preference of the students surveyed was generally mixed with the largest category being Catholic (36%). Since the high school was predominately Catholic, this explains the high proportion of Catholics in the study. Other religious categories include Baptist (8%) and Christian (12%). Of those students surveyed, 72% described themselves as being "somewhat religious" while only 1% of the sample was "quite opposed" to religion.

The majority of students surveyed (61%) had had a sex education class, the remaining 39% had never participated in a class of this nature.

The greatest proportion of students (79%) had no plans for marriage at the time of the survey and 45% of these respondents felt that a good age to marry was between the ages of 18 and 23. A lesser group (18%) felt that the best age to be involved in a marital relationship was over 26 years old.

A vast majority of the sample (91%) did not believe a couple should marry if a pregnancy occurs, the remaining 9% reported that a couple should marry if the woman becomes pregnant.

Examination Of Hypotheses

Hypothesis I. Older students will have higher scores on the
INFORMED scales than younger students. The INFORMED scales consists of:
Idealism, Expectations, Personality Issues, Roles, Communication,
Resolving Conflicts, Finance, Leisure, Sex, Children, Family and
Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis.
The mean scores for various ages were compared with a grand mean for all
ages combined.

As Table V indicates, there is no significant disparity in the
subscales of Idealism, Roles, Communication, Resolving Conflicts,
Finance, Leisure, Sex, Children, Family and Friends, and Religion.
There is, however, a significant difference in the subscales of
Expectations and Personality Issues.

The Expectations subscale consists of 12 statements designed to
assess the degree to which an individual is realistic or unrealistic
about marriage. Persons who are not overly romantic score high on this
scale. Table V reveals an under 18 mean score of 48.07, 18-19 of 46.47,
19-20 as 48.73 and 21 and over at 49.60. In comparing these mean
scores, the probability of 0.04 indicates a significant disparity. In
general, older students have more realistic attitudes and expectations
about marriage than younger students.

The Personality Issues subscale consists of 12 statements designed
to assess whether a person realizes the extent to which personality and
personal behaviors can affect marriage relationships. Table V reveals
an under 18 mean score of 59.07, 18-19 as 57.25, 19-20 of 59.45 and the
21 and older age group shows a mean score of 61.07. In comparing these

TABLE V

AGE

DEPENDENT VARIABLE	MEAN				STANDARD DEVIATION					
	UNDER 18	18-19	19-20	21 & OVER	UNDER 18	18-19	19-20	21 & OVER	F-RATIO	PROBA-BILITY
IDEALISM	36.96	37.64	37.56	35.26	6.45	6.49	8.77	6.21	1.56	0.20
EXPECTATIONS	48.07	46.47	48.73	49.60	5.41	6.50	6.14	6.82	2.74	0.04
PERSONALITY ISSUES	59.07	57.25	59.45	61.07	7.31	7.79	7.46	7.17	2.75	0.04
ROLES	54.14	51.32	50.28	52.47	8.57	7.87	8.73	8.98	2.35	0.07
COMMUNI-CATION	47.30	46.32	47.82	49.21	5.46	6.21	6.41	6.77	2.33	0.07
RESOLVING CONFLICTS	47.63	46.49	48.35	47.75	4.88	4.87	4.65	5.19	1.53	0.21
FINANCES	54.09	52.77	54.60	54.20	5.02	5.23	5.92	5.67	1.26	0.29
LEISURE	45.55	44.59	45.43	46.32	5.64	6.40	5.78	5.98	0.87	0.45
SEX	67.50	67.18	67.62	68.90	8.50	8.58	8.35	7.95	0.52	0.67
CHILDREN	51.06	49.00	50.78	51.18	5.58	7.25	6.36	6.89	1.46	0.22
FAMILY AND FRIENDS	45.14	45.25	45.62	45.63	4.32	4.24	4.04	4.93	0.21	0.89
RELIGION	46.82	48.06	46.98	45.33	7.52	11.23	11.51	13.23	0.64	0.59

mean scores, the probability of 0.04 indicates a significant difference.

As in the Expectations subscale, older students appear to be more aware of the role that one's personality and personal needs have on marriage relationships. Younger students appear to be less realistic about the effect of personality on relationships.

Although not significant at the .05 level, the Role and Communication scores also appear to be affected by age. Older students have more realistic attitudes about the importance of open marital communication. For Roles, it appears that persons under 18 are more equalitarian and less traditional in attitudes about household roles and responsibilities. While the communication results are not surprising, the roles scores appear to contradict previous findings and need to be explored more fully.

Hypothesis II. College students will have higher scores on INFORMED scales than high school students. The INFORMED scales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. In order to test the hypothesis, the mean scores for college students were compared with the mean scores of high school students.

As Table VI indicates, there is no significant difference in the subscales of Idealism, Expectations, Personality Issues, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends, and Religion. There is, however, a significant disparity in the subscale of Roles.

The Roles subscale consist of 12 statements designed to determine

TABLE VI

CLASS

DEPENDENT VARIABLE	MEAN		STANDARD DEVIATION			
	HIGH SCHOOL	COLLEGE	HIGH SCHOOL	COLLEGE	F-RATIO	PROBABILITY
IDEALISM	36.75	36.88	6.08	7.56	0.02	0.89
EXPECTATIONS	47.92	48.43	5.37	6.74	0.35	0.55
PERSONALITY ISSUES	58.98	59.40	7.07	7.73	0.17	0.68
ROLES	53.92	51.12	8.25	8.69	6.02	0.01
COMMUNICATION	47.20	47.95	5.56	6.62	0.79	0.37
RESOLVING CONFLICTS	47.55	47.59	4.91	4.93	0.00	0.96
FINANCES	53.88	53.97	5.26	5.62	0.02	0.90
LEISURE	45.67	45.40	5.69	6.08	0.12	0.73
SEX	67.72	67.87	8.44	8.28	0.02	0.89
CHILDREN	50.84	50.38	5.83	6.91	0.28	0.60
FAMILY AND FRIENDS	45.13	45.56	4.16	4.49	0.54	0.46
RELIGION	47.22	46.54	8.07	12.31	0.21	0.65

whether a person has traditional or equalitarian views about the functions of a man or woman in marriage.

The mean score for high school students is 53.92 while the mean for college students is 51.12. In comparing these mean scores, the probability score of 0.01 is highly significant. This score would indicate that high school students have a more equalitarian view of the functions for a man and wife in their marriage than college students who came across slightly more traditional in their attitudes. As previously discussed in hypothesis I, these results are different than what was expected and requires further analysis.

Hypothesis III. Students who have had a number of serious relationships will score higher on the INFORMED questionnaire than those who have had few or no steady dates. The INFORMED scale consists of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of persons who have experienced serious relationships were compared with the mean scores of those who experienced few or no steady dates.

As Table VII indicates, there is no significant difference in the subscales of Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Sex, Children and Religion. There is, however, a significant difference in the subscales of Idealism, Expectations, Leisure and Family and Friends.

The Idealism subscale consist of 12 statements designed to assess realism and romanticism in attitudes about marriage. Under the category

TABLE VII

NUMBER OF STEADY DATES

DEPENDENT VARIABLE	MEAN			STANDARD DEVIATION			F-RATIO	PROBA-BILITY
	NONE	1 OR 2	3-5	NONE	1 OR 2	3-5		
IDEALISM	33.88	38.02	36.06	5.81	7.31	6.79	6.55	0.002
EXPECTATIONS	50.06	47.19	49.64	5.86	6.24	6.32	5.52	0.004
PERSONALITY ISSUES	60.26	58.43	60.59	6.96	7.85	6.91	2.22	0.111
ROLES	53.91	51.47	51.96	9.57	8.20	8.86	1.37	0.254
COMMUNICATION	49.02	47.13	48.22	4.48	6.86	5.82	1.79	0.169
RESOLVING CONFLICTS	48.68	47.40	47.27	5.24	5.08	4.15	1.35	0.260
FINANCES	53.62	54.05	53.89	5.43	5.79	4.87	0.11	0.898
LEISURE	46.11	44.72	47.01	4.72	6.30	5.64	3.45	0.033
SEX	68.04	67.63	68.15	7.68	8.99	7.16	0.10	0.907
CHILDREN	50.93	49.84	52.10	6.42	6.61	6.29	2.60	0.076
FAMILY AND FRIENDS	46.86	45.19	44.83	4.36	4.19	4.72	3.23	0.041
RELIGION	44.46	47.36	47.33	12.75	10.08	11.86	1.26	0.284

of no steady dates the mean score is 33.88, 1 or 2 steady dates shows a
score of 38.02 and 3-5 steady dates is 36.06. In comparing these mean
scores, the probability score of 0.002 indicates a highly significant
difference. Students who have had 1 or 2 steady dates appear to be more
idealistic than those persons who have had no steady dates or persons
who have had 3 or more steady dates. Persons who have had no steady
dates appear to be least idealistic.

The Expectations subscale consists of 12 statements designed to
assess whether an individual is realistic about the adjustments and
difficulties associated with marriage. Table VII indicates a no steady
dates mean of 50.06, 1 or 2 steady dates as 47.19 and 3-5 steady dates
at 49.64. In comparing these mean scores, the probability score of
0.004 indicates a significant difference.

As in the case of Idealism it is the respondent who has
had no steady dates who is most realistic concerning attitudes about
marital expectations. Experience in relationships is partially related
to realism if one considers only groups 2 and 3.

The Leisure subscale consists of 11 statements designed to
determine the type of attitudes and interests one has during their spare
time. The mean score of those students who had no steady dates shows as
46.11, those with 1 or 2 steady dates had 44.72 and those with 3-5
steady dates have a mean of 47.01. In comparing these mean scores, the
probability score of 0.03 indicates a significant difference. Those
respondents who had either 3-5 steady dates or no steady dates seem to
be more realistic in their perceptions about the role of leisure in
relationships. The importance of balancing individual and couple
leisure interests is a particular concern assessed in this category.

The Family and Friends subscale consists of 12 statements designed to acknowledge the important influences that family and friendship have on marital relationships. Those students who had no steady dates show a mean score of 46.86, those with 1 or 2 steady dates show a score of 45.19 and those with 3-5 steady dates have a mean of 44.83. In comparing these mean scores, the probability score 0.04 indicates a significant difference.

Those students who have not had a steady date prove to be the more realistic concerning the role of family and friends. Perhaps this is because they have yet to achieve a serious relationship with a partner and therefore look to their family and friends as being most significant in their lives.

Hypothesis IV. The more students have dated over the years, the higher they will score on the INFORMED scales. The INFORMED scales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends and Religion.

A one-way analysis of variance was used to examine this hypothesis. Mean scores from six levels of student dating experience were compared with a grand mean for the combined times students have dated over the years.

As Table VIII indicates, there is no significant disparity in the subscales of Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends and Religion.

Hypothesis V. The more interaction a student has with their

TABLE VIII

TOTAL DATES

DEPENDENT VARIABLE	MEAN						STANDARD DEVIATION						F-RATIO	PROBA-BILITY
	NONE	1-2	3-5	6-10	11-20	OVER 20	NONE	1-2	3-5	6-10	11-20	OVER 20		
IDEALISM	33.14	33.81	38.23	36.43	36.09	37.92	4.58	6.20	8.64	7.23	6.37	6.99	1.51	0.19
EXPECTATIONS	47.57	51.18	46.84	47.92	48.13	46.65	4.79	5.81	7.02	6.12	5.52	7.46	1.45	0.21
PERSONALITY ISSUES	57.28	60.37	57.30	59.80	59.46	60.28	4.07	8.43	7.71	7.16	7.64	7.62	0.90	0.48
ROLES	52.28	54.18	52.07	52.76	50.83	51.34	5.67	8.19	7.53	9.41	7.96	9.27	0.50	0.77
COMMUNICATION	51.00	48.50	46.69	48.94	47.30	47.55	4.79	6.57	6.32	6.23	5.14	6.85	1.09	0.37
RESOLVING CONFLICTS	47.28	50.75	46.84	47.96	46.69	48.10	3.72	4.37	5.28	5.48	3.95	4.79	1.96	0.09
FINANCES	52.42	53.75	54.76	54.05	52.74	54.57	3.95	6.60	5.48	4.83	5.83	5.00	0.84	0.52
LEISURE	46.14	47.37	43.97	46.29	44.86	46.18	2.54	5.96	5.70	6.00	4.83	6.58	1.31	0.26
SEX	67.71	70.50	66.66	69.03	68.83	66.65	6.55	8.92	6.63	8.50	7.47	8.33	1.03	0.40
CHILDREN	50.57	54.18	48.84	50.94	49.74	51.76	5.06	6.93	6.25	6.93	5.63	6.61	2.01	0.08
FAMILY AND FRIENDS	46.00	47.00	45.56	45.25	44.91	45.97	2.64	3.96	4.75	4.87	2.94	5.68	0.58	0.71
RELIGION	44.85	48.75	45.87	44.98	49.06	44.84	11.51	11.03	10.40	11.75	11.35	13.58	0.90	0.48

parents concerning sex education the higher they will score on the INFORMED scales. The INFORMED scales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of students who have interacted with parents concerning sex education were compared with the mean for students who had no interaction with parents concerning sex education.

As Table IX indicates, there is no significant difference in the subscales of Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends and Religion.

Hypothesis VI. Students who have seen their parents resolve an argument will score higher on the INFORMED scales than those who have not seen their parents resolve an argument. The INFORMED subscales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of students who have seen their parents resolve an argument were compared with those students who have not seen their parents resolve an argument.

As Table X indicates, there is no significant disparity in the subscales of Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends, and Religion.

TABLE IX

INTERACTION WITH PARENTS CONCERNING SEX

DEPENDENT VARIABLE	MEAN				STANDARD DEVIATION					
	NONE	I ASKED QUES-TIONS OF THEM	THEY AP-PROACHED ME	WE HAVE TALKED IN LENGTH	NONE	I ASKED QUES-TIONS OF THEM	THEY AP-PROACHED ME	WE HAVE TALKED IN LENGTH	F-RATIO	PROBA-BILITY
IDEALISM	36.81	36.84	37.09	36.83	6.91	7.76	6.96	7.08	0.23	0.99
EXPECTATIONS	47.47	48.49	48.19	49.53	5.93	6.59	6.52	5.95	0.98	0.40
PERSONALITY ISSUES	59.32	59.69	58.11	61.32	8.73	7.08	6.83	7.10	1.84	0.14
ROLES	51.64	51.88	52.65	51.77	9.28	7.83	7.84	10.47	0.18	0.91
COMMUNICATION	47.89	48.31	46.86	48.06	6.83	6.27	5.59	6.94	0.68	0.56
RESOLVING CONFLICTS	47.27	46.82	48.09	48.51	5.26	4.95	4.80	4.75	1.39	0.25
FINANCES	53.45	54.14	53.98	54.14	6.28	4.70	5.30	5.93	0.20	0.90
LEISURE	45.57	44.98	45.76	46.02	6.33	6.44	5.64	5.62	0.31	0.81
SEX	68.94	66.79	66.88	69.12	9.64	8.15	8.05	7.28	1.37	0.25
CHILDREN	49.96	50.22	50.48	51.71	7.65	6.35	6.61	5.64	0.71	0.55
FAMILY AND FRIENDS	45.67	45.19	45.73	45.08	3.58	5.21	4.11	4.71	0.33	0.80
RELIGION	45.84	45.57	46.76	47.55	11.89	11.55	10.47	11.03	0.31	0.82

TABLE X

OBSERVATION OF PARENTAL ARGUMENT RESOLUTION

DEPENDENT VARIABLE	MEAN		STANDARD DEVIATION			
	YES	NO	YES	NO	F-RATIO	PROBA-BILITY
IDEALISM	36.63	37.46	7.23	6.42	0.51	0.48
EXPECTATIONS	48.35	48.35	6.31	6.20	0.00	0.99
PERSONALITY ISSUES	59.22	59.82	7.44	7.75	0.23	0.63
ROLES	52.08	52.02	8.60	9.08	0.00	0.97
COMMUNICATION	47.88	47.13	6.17	6.94	0.52	0.47
RESOLVING CONFLICTS	47.61	47.66	4.92	5.05	0.00	0.95
FINANCES	53.77	55.04	5.53	5.10	1.99	0.16
LEISURE	45.57	45.60	6.05	5.40	0.00	0.98
SEX	67.84	68.20	8.36	8.23	0.07	0.79
CHILDREN	50.35	51.60	6.43	7.22	1.31	0.25
FAMILY AND FRIENDS	45.21	46.44	4.30	4.72	2.91	0.89
RELIGION	47.08	45.60	10.67	13.02	0.65	0.42

Hypothesis VII. Students who have had a sex education class will score higher on the INFORMED scales than those who have had not had such a class. The INFORMED scales consists of: Idealism, Expectations, Personality Issues, Roles, Communications, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of those students who have had a sex education class were compared with those students who had not had a sex education class.

As Table XI indicates, there is no significant difference in the subscales of Idealism, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends, and Religion. It is interesting to note that the students who were in a sex education class did score higher on the sex scale although that difference is not significant enough to warrant generalization.

Hypothesis VIII. Students who rate people they know as being satisfied with their marriage will have higher scores on the INFORMED scale than those students who have not known people as being satisfied with their marriage. The INFORMED subscales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of five levels of perceived satisfaction by students rating the marriages of people they have known were compared with a grand mean of all ratings by students of marriages familiar to them. Students perceptions of marriage ranged from very highly satisfied to very dissatisfied.

TABLE XI

SEX EDUCATION CLASS

DEPENDENT VARIABLE	MEAN		STANDARD DEVIATION			
	YES	NO	YES	NO	F-RATIO	PROBA-BILITY
IDEALISM	36.65	37.12	6.78	7.58	0.26	0.61
EXPECTATIONS	48.28	48.22	6.09	6.67	0.01	0.94
PERSONALITY ISSUES	59.44	58.96	7.57	7.43	0.24	0.62
ROLES	52.72	51.01	8.76	8.36	2.36	0.12
COMMUNICATION	47.54	47.94	6.21	6.43	0.24	0.62
RESOLVING CONFLICTS	47.66	47.44	5.06	4.70	0.12	0.72
FINANCES	54.16	53.58	5.39	5.65	0.66	0.41
LEISURE	45.81	45.00	5.80	6.17	1.11	0.29
SEX	68.18	67.25	8.56	7.94	0.73	0.39
CHILDREN	50.71	50.25	6.40	6.83	0.29	0.59
FAMILY AND FRIENDS	45.22	45.72	4.21	4.65	0.75	0.38
RELIGION	46.86	46.62	10.87	11.41	0.03	0.87

As Table XII indicates, there is no significant disparity in the subscales of Expectations, Personality Issues, Roles, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends and Religion. There is, however, a significant difference in the subscales of Idealism and Communication.

The Idealism subscale consists of twelve statements designed to assess if the respondent views marriage in an overly idealistic or romantic manner. The mean response for a high rating of satisfactory marriages of people you know is 40.44, for the high middle the mean is 36.87, the middle is 35.70, the low middle is 35.82 and the low mean is 37.50. In comparing these mean scores, the probability score of 0.02 indicates a significant difference.

The mean scores tend to increase the higher the respondent rates the overall satisfaction of people they know in their marriage. This would indicate that the higher the perception of a successful marriage the more idealistic the respondent will be in their view of marriage relationships. Although this is not the direction predicted, it is not surprising that individuals might project overly positive perceptions when they have had satisfactory observations about marriage.

The Communications subscale consists of 13 statements designed to encourage partners to share each others feelings openly and honestly. The high mean score for this subscale is 45.50, the high middle is 47.81, middle is 48.09, low middle is 49.10 and the lowest mean is 42.00. In comparing these mean scores, the probability score of 0.05 indicates a significant difference.

Students with a higher rating of satisfaction among marriages that they know score higher on the communication scale. Recognition of the

TABLE XII

PERCEPTIONS OF MARITAL SATISFACTION

DEPENDENT VARIABLE	MEAN					STANDARD DEVIATION					F-RATIO	PROBA-BILITY
	LOW	LOW MIDDLE	MIDDLE	HIGH MIDDLE	HIGH	LOW	LOW MIDDLE	MIDDLE	HIGH MIDDLE	HIGH		
IDEALISM	40.44	36.87	35.70	35.82	37.50	8.86	6.60	6.30	7.73	5.74	3.13	0.02
EXPECTATIONS	46.83	48.15	48.47	49.67	48.25	6.32	6.47	6.21	6.52	3.40	0.84	0.50
PERSONALITY ISSUES	59.36	58.97	58.76	60.53	62.00	7.01	7.93	7.19	7.92	3.74	0.46	0.76
ROLES	51.38	52.56	52.01	50.96	51.75	10.08	7.55	7.99	12.03	4.11	0.25	0.91
COMMUNICATION	45.50	47.81	48.09	49.10	42.00	6.29	6.24	6.30	5.47	4.69	2.45	0.05
RESOLVING CONFLICTS	48.13	47.61	46.82	48.64	47.50	6.28	4.66	4.34	5.41	2.51	0.96	0.43
FINANCES	53.11	53.73	54.29	54.32	54.25	5.63	5.01	5.40	6.96	2.50	0.37	0.83
LEISURE	44.52	45.70	45.27	46.67	43.00	6.34	6.00	5.41	7.05	3.55	0.75	0.56
SEX	68.00	68.39	67.11	67.92	60.25	11.14	7.33	7.27	9.76	5.31	1.11	0.35
CHILDREN	49.11	50.58	49.92	53.07	53.75	7.27	5.89	6.47	7.62	1.70	1.94	0.10
FAMILY AND FRIENDS	44.36	45.50	45.29	46.21	45.25	3.88	4.28	4.25	5.16	2.63	0.79	0.53
RELIGION	49.44	47.43	46.05	43.14	43.25	8.58	11.35	11.16	11.44	14.84	1.57	0.18

importance of open communication and honesty in relationships appears to be related to experience with satisfactory marriages.

Hypothesis IX. Students who rate themselves highly as a date will have higher scores on the INFORMED scales than those who do not rate themselves highly. The INFORMED scales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finance, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of those students who rate themselves highly as a date were compared with those students who do not rate themselves highly as a date. Four levels of self rating were used for the independent variable.

As Table XIII indicates, there is no significant difference in the subscales of Expectations, Personality Issues, Roles, Resolving Conflicts, Finance, Leisure, Children and Religion. There is, however, a significant difference in the subscales of Idealism, Communication, Sex and Family and Friends.

The Idealism subscale consists of 12 statements designed to assess respondents views of relationships as real or overly romantic. The low mean for self rating as a date was 34.63, low middle was 36.12, middle mean is 37.27, high middle is 37.32 and the high mean for self rating as a date is 41.52. In comparing these mean scores, the probability score of 0.01 is significantly different. This would indicate that the more confident, or higher the respondent rates himself as a date, the more idealistic or romantic his views will be about marriage.

The Communication subscale consists of 13 statements designed to

TABLE XIII

SELF-RATING AS A DATE

DEPENDENT VARIABLE	MEAN					STANDARD DEVIATION					F-RATIO	PROBA-BILITY
	LOW	LOW MIDDLE	MIDDLE	HIGH MIDDLE	HIGH	LOW	LOW MIDDLE	MIDDLE	HIGH MIDDLE	HIGH		
IDEALISM	34.63	36.12	37.27	37.32	41.52	5.99	6.06	7.45	8.05	6.84	3.49	0.01
EXPECTATIONS	49.21	47.98	48.12	48.69	46.57	5.34	6.09	6.64	6.67	7.04	0.66	0.62
PERSONALITY ISSUES	59.51	58.26	60.27	60.09	56.42	6.61	6.48	8.01	7.86	9.29	1.48	0.21
ROLES	52.92	51.49	52.74	51.76	50.00	8.68	8.06	9.01	8.02	10.70	0.57	0.68
COMMUNICATION	49.97	47.15	47.85	47.44	44.26	5.49	5.78	6.20	7.01	6.98	2.99	0.02
RESOLVING CONFLICTS	47.12	47.40	47.83	48.32	46.31	4.33	5.00	5.13	4.58	5.95	0.72	0.58
FINANCES	53.07	53.89	54.46	53.97	54.05	4.99	4.75	5.80	5.90	6.92	0.44	0.78
LEISURE	46.70	45.10	45.41	46.20	43.00	4.69	6.15	6.05	5.92	7.07	1.49	0.20
SEX	69.26	67.01	68.67	68.46	62.89	5.63	8.18	8.82	8.73	8.62	2.49	0.04
CHILDREN	51.78	49.67	50.67	51.11	49.00	6.54	6.13	6.48	6.00	8.98	1.01	0.40
FAMILY AND FRIENDS	46.12	44.70	45.86	45.97	43.10	3.69	3.88	4.89	4.64	3.90	2.44	0.05
RELIGION	47.14	46.43	45.85	50.00	44.21	10.69	10.17	12.21	10.59	10.45	1.34	0.26

assess recognition of the importance of open and honest sharing of
feelings in marriage. The low mean for communication in this table was
49.97, low middle was 47.15, middle was 47.85, high middle was 47.44 and
the high mean for the communication subscale was 44.26. In comparing
these mean scores, the probability of 0.02 is significantly different.

This would appear to indicate that the respondents who rate
themselves low as a date may better recognize the role of communication
in marriage. This could also reflect that people rating themselves high
as a date are less conscious of the sometimes difficult process of
marital communication.

The Sex subscale consists of 17 statements designed to assess low
realistic each respondent is regarding the role of sex in marriage. The
low mean is 69.26, low middle is 67.01, middle is 68.67, high middle is
68.46, and the high mean is 62.89. In comparing these mean scores, the
probability score of 0.04 indicates a significant difference.

The low mean score on the high rating of oneself as a date might
again indicate that as a date the person who rates himself high is less
realistic about their partners wants and needs and the role of sex in
relationships. The respondent rating himself low as a potential date
seems to be more realistic about the role of sex in marriage
relationships.

The Family and Friends subscale consists of 12 statements designed
to acknowledge relationships already important for themselves or their
partner. The low self rating as a date mean is 46.12, low middle is
44.70, middle is 45.86, high middle is 45.97 and high is 43.10. In
comparing these mean scores, the probability score of 0.05 indicates a
significant difference.

Those students who rate themselves low as a date are more aware of the importance that a partners' current relationship with family and friends has on marriage stability. Those rating themselves high as a date tend to place less priority on already established relationships of their partner.

Hypothesis X. Students who rate themselves highly as a potential mate will score higher on the INFORMED scales than those who do not rate themselves highly. The INFORMED scales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of students who rate themselves highly as a potential mate were compared with the mean scores of those students who do not rate themselves highly as a potential mate. For analysis, four levels of self ratings are used.

As Table XIV indicates, there is no significant disparity in the subscales of Expectations, Roles, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends and Religion. There is, however, a significant difference in the subscales of Idealism, Personality Issues and Communication.

The Idealism subscale consists of 12 statements designed to assess if the respondent views relationships realistically or not. For self rating as a potential mate, the high mean is 35.15, high middle is 36.40, low middle is 37.06 and the low mean is 41.14. In comparing these mean scores, the probability score of 0.003 indicates a very significant difference. The higher a student rates himself as a

TABLE XIV

PERCEPTION OF SELF AS MATE

DEPENDENT VARIABLE	MEAN				STANDARD DEVIATION					
	LOW	LOW MIDDLE	HIGH MIDDLE	HIGH	LOW	LOW MIDDLE	HIGH MIDDLE	HIGH	F-RATIO	PROBA-BILITY
IDEALISM	35.15	36.40	37.06	41.14	6.49	7.01	7.24	6.62	1.84	0.003
EXPECTATIONS	48.42	48.93	48.02	46.57	6.79	5.59	6.29	7.35	1.02	0.381
PERSONALITY ISSUES	58.54	60.12	60.13	55.96	7.28	7.19	7.46	8.43	2.74	0.044
ROLES	52.73	52.95	51.18	50.78	9.67	7.07	9.02	9.62	0.89	0.448
COMMUNI-CATION	48.28	48.11	47.86	44.60	5.33	6.38	6.38	7.05	2.59	0.053
RESOLVING CONFLICTS	46.91	47.75	48.19	46.57	5.08	4.75	4.62	5.92	1.19	0.311
FINANCES	53.33	54.90	53.57	53.75	5.54	4.49	5.93	6.63	1.18	0.316
LEISURE	45.45	46.46	45.08	44.03	5.88	5.18	6.15	7.41	1.42	0.238
SEX	66.70	68.97	68.30	65.71	8.77	6.88	8.95	8.58	1.58	0.195
CHILDREN	50.52	51.00	50.48	49.46	6.27	5.62	7.32	7.28	0.38	0.764
FAMILY AND FRIENDS	45.15	45.64	45.69	44.42	4.63	4.23	4.42	4.34	0.72	0.541
RELIGION	44.22	46.79	48.16	48.07	10.57	10.94	11.50	10.89	1.58	0.195

potential mate, the more idealistic or romantic he tends to be in an assessment of marriage.

The Personality Issues subscale consists of 12 statements designed to assess awareness of the effects personal needs and personality have on marital stability. Table XIV shows us that the high mean is 58.54, the high middle is 60.12, the low middle is 60.13 and the low mean is 55.96. In comparing these mean scores, the probability score of 0.04 indicates a significant difference. Students who rate themselves higher as potential mates tend to overlook the importance of personality differences more than a person who rates himself lower as a potential mate.

The Communication subscale consists of 13 statements designed to assess recognition of the importance of open and honest communication in marriage. The high mean score is 48.28, the high middle 48.11, the low middle is 47.86 and the low mean is 44.60. In comparing these mean scores, the probability score of 0.05 indicates a moderately significant difference. These results are mixed with the highest group showing less recognition of marital communication than persons in other rating groups.

Hypothesis XI. The more confident the student is about their dating relationship the higher they will score on the INFORMED scales. The INFORMED scales consist of: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends, and Religion.

A one-way analysis of variance was used to examine this hypothesis. The mean scores of three levels of student confidence in dating relationships were compared with the a grand mean for all ratings of

confidence in a dating relationship.

As Table XV indicates, there is no significant disparity in the subscales of Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends, and Religion.

In summarizing these hypotheses, it must be kept in mind that the high school sample used for this study were juniors and seniors who were predominantly Catholic and enrolled in a family life class at the time the questionnaire was given. Logically, as previous research has pointed out, these students should score higher on all the INFORMED subscales than high school students not enrolled in a class of this nature.

Though beyond the scope of this project, new research should enlarge the sample size and include a more divergent group of high school and college-age students. As an exploratory study, the INFORMED Inventory was helpful in identifying some differences in the population assessed. Results were sometimes contradictory to hypothesized relationships and should be more carefully studied in new research.

TABLE XV

CONFIDENCE IN DATING RELATIONSHIPS

DEPENDENT VARIABLE	MEAN			STANDARD DEVIATION				
	LESS	THE SAME	MORE	LESS	THE SAME	MORE	F-RATIO	PROBA-BILITY
IDEALISM	35.62	36.83	38.42	7.65	6.37	7.58	2.54	0.08
EXPECTATIONS	48.43	47.87	48.85	5.30	6.96	6.10	0.51	0.60
PERSONALITY ISSUES	60.36	58.80	58.81	6.75	7.48	8.42	1.13	0.32
ROLES	53.02	51.47	52.05	8.01	9.13	8.35	0.74	0.48
COMMUNICATION	48.82	47.18	47.33	6.13	6.08	6.82	1.69	0.19
RESOLVING CONFLICTS	47.93	47.20	47.91	4.86	4.78	5.30	0.66	0.51
FINANCES	53.77	53.60	54.89	5.32	5.78	5.03	1.13	0.33
LEISURE	45.89	45.05	45.92	5.47	6.16	6.09	0.65	0.52
SEX	68.59	66.85	68.87	8.17	8.41	8.22	1.60	0.20
CHILDREN	50.59	50.31	50.92	6.19	7.00	6.14	0.17	0.84
FAMILY AND FRIENDS	46.37	44.75	45.46	3.98	4.50	4.45	3.22	0.42
RELIGION	46.40	46.84	47.10	10.82	10.27	13.10	0.07	0.93

CHAPTER V

SUMMARY

The purpose of this study was to assess and compare single students attitudes toward marriage. This was done by utilizing a new pre-marital inventory (INFORMED) designed to measure a single persons perceptions of marriage.

During the past few years there has been a growing interest in studying marriage and divorce across the United States. Marriage during the teen-age years is unquestionably the most difficult time in regard to the stability of the marriage and for reported levels of satisfactions which the marriage brings to a couple. Couples who marry in their teen years rate their marriages as significantly less satisfactory than do those who were married later.

A couples chances for a successful marriage are best when social, educational, and class backgrounds are similar. Evidence indicates that youth need to become aware of the significance of role-expectations in determining the quality of the relationship two people are able to build in marriage.

Review of Pertinent Literature

Being single is often viewed with suspicion or criticism. Social pressure to conform by marrying is not limited to those already married but also includes the unmarried who think of themselves as different.

Couples may be influenced to marry by several "push" and "pull"

factors. The push factors include: (1) conformity; (2) love; and, (3) legitimization of sex and children. Couples who have not communicated about these and other factors may be surprised to find out about them after marriage and also may not know how to deal with them.

The importance of dating lies in its contribution to socialization, to the maturing of personality, to the selection of a mate, and to subsequent marital adjustment. There are three types of dating patterns: (1) random dating; (2) steady dating; and, (3) trial arrangement. Learning the skill of associating with members of the opposite sex may be a developmental task of adolescence, and dating may lead to successful performance of this developmental task.

Various factors enter into the failure of adolescent marriages. These include: (1) reduction of personal freedom; (2) finances; (3) immaturity; and, (4) introduction of children. In addition, it has been suggested that: (1) high school and college dropouts are more likely to experience marital instability than those who have graduated; (2) both dropout and instability vary by age at first marriage; and, (3) with some exceptions, the difference in instability between high school dropouts and graduates are substantially reduced when age at first marriage correspond to school attendance age.

Misconceptions which contribute to disenchantment in a marriage are many. There is a tendency to misperceive the "loved one" prior to marriage, and often a person will have over-expectations of the marital relationship. Dating and courtship involve "having fun", being entertained, and other activities calling forth a persons best behavior. The need to be loved by the perfect person, or finding that person who possesses "wished for" qualities, result in a distorted perception of

the loved one as being that person.

A person should not enter marriage hoping that the partner can be reformed, or that defects in his character can be corrected. Rather than defining "correct" patterns of behavior, it seems important that emphasis be placed upon development of understanding and interpersonal skills that will make it possible for each couple to build a pattern of relationships that will serve a variety of needs.

One of the first steps toward educating students for marriage is for teachers and counselors to be informed of the misperceptions of unmarried students. Students sense their need to replace their misunderstandings, misconceptions and confusions about marriage with valid facts and concepts.

Methodology for Validation

The instrument utilized for this inquiry was the Inventory for Marriage Education (INFORMED). The scale consisted of 152 items divided into 12 subscales. The subscales are as follows: Idealism, Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends and Religion.

Breakdowns, or one-way analysis of variance, were used to analyze the data as they provide a simple technique for examining the means and variances of a dependent variable among various subgroups in a sample. A time consuming, but necessary system of coding the results was utilized to insure reliability of the project.

Summary of Findings

The results of this study were as follows:

1. The INFORMED questionnaire provided important information about marital attitudes which warrants further testing as a technique to assist educators to better work with single persons.

2. High school and college student expectations of marriage are quite similar, with the exception of roles in which high school students appear to be more equalitarian in their expectations while college students seem to be more traditional.

3. There are no significant results to indicate that open and honest parental interaction in dealing with sex and marriage will lead to less idealization about the marriage relationship.

4. There are significant indications that the more confident a single person is about himself as a date and potential mate, the less realistic he will tend to be in his expectations of marriage, especially in the areas of idealism, communication, sex, family and friends, and personality issues.

Recommendations

The major conclusion which may be drawn from the results of this study is that, for the most part, the students displayed an interesting diversity in their attitudes about marriage.

It is strongly recommended, however, that additional studies be utilized with the INFORMED questionnaire:

1. A more diversified sampling of high school and college students.

2. Single students currently not enrolled in high school or college.

3. Pre and post tests of the INFORMED questionnaire to marriage classes (grade school, high school, college).

4. Greater diversity of all background variables used in this study.

The single person often finds himself reaching an age normatively prescribed for marriage usually after high school or college graduation. It would be advantageous to society as a whole to further research the single person's attitudes about marriage and to discourage instead of encourage those who are pushed or pulled into marriage before they are emotionally ready or properly prepared.

The INFORMED questionnaire has the potential of becoming a valuable instrument for the assessment and training of the single person contemplating marriage. It provides an opportunity for persons to evaluate their attitude in relation to their peers and to those who teach in areas representing marriage and family life. More research is needed to better understand the development of attitudes toward marriage and the effect of attitudes on subsequent marital happiness and stability.

A SELECTED BIBLIOGRAPHY

Avery, A.A., Ridley, C.A., Leslie, L.A. and Handis, M. Teaching family relations to dating couples verses non-couples: who learns better? The Family Coordinator, 1979, 28, 41-45.

Babbie, E.R. The practice of social research (2nd ed.). Belmont, California: Wadsworth, 1979.

Bauman, K. E. The relationship between age and first marriage, school dropout, and marital instability: an analysis of the Glick Effect. Journal of Marriage and the Family, 1967, 29, 672-680.

Bernard, J., Buchanan, H.E., and Smith, W., Jr. Dating, mating and marriage today. New York: Arco Company Inc., 1959.

Burgess, E.W. & Wallin, P. Engagement and marriage. Chicago: J.B. Lippincott Co., 1953.

Christensen, H. Lifetime family and occupational role projections of high school students. Marriage and Family Living, 1961, 23, 181-183.

Clayton, R.R. The family, marriage and social change. Lexington: Heath, 1975.

Dunn, M.S. Marriage role expectations of adolescents. Marriage and Family Living, 1960, 22, 99-111.

Duvall, E.M. How effective are marriage courses? Journal of Marriage and the Family, 1965, 27, 176-184.

Fournier, D.G. INFORMED: the inventory for marriage education. Unpublished technical report, Department of Family Relations and Child Development, Oklahoma State University, Stillwater, Oklahoma, 1981.

Gilles, D.V. & Lastrucci, C.L. Validation of the effectiveness of a college marriage course. Marriage and Family Living, 1954, 16, 55-58.

Hewitt, L.E. Student perceptions of traits desired in themselves as dating and marriage partners. Marriage and Family Living, 1958, 20, 344-352.

Heyns, R.W. The psychology of personal adjustment New York: Norton, 1950.

Hobart, C.W. Attitude changes during courtship and marriage. Marriage and Family Living, 1960, 22, 352-359.

Hobart, C.W. Disillusionment in marriage, and romanticism. Marriage and Family Living, 1958, 20, 156-162.

Issac, S. Handbook in research and evaluation. San Diego: Edits, 1971.

Johnson, R.E. Validation of INFORMED: an inventory for marriage education. Unpublished masters thesis, Oklahoma State University, 1982.

Kelly, R.K. Courtship, marriage, and the family (2nd ed.). New York: Harcourt, Brace, Jovanonich Inc., 1974.

Kitson, G.C. and Sussman, M.B. Marital complaints, demographic characteristics, and symptoms of mental distress in divorce. Journal of Marriage and the Family, 1982, 4, 87-101.

Knox, D. Trends in marriage and the family-the 1980's. Family Relations, 1980, 29, 145-150.

Lasswell, M.E. Is there a best age to marry? An interpretation. The Family Coordinator, 1974, 23 237-242.

Levine, L. Personal and social development. New York: Holt, Rinehart and Winston, Inc., 1963.

Lowrie, S.H. Dating theories and student responses. American Sociological Journal, 1951, 16, 334-340.

Nie, N.H., Hull, C.H., Jenkins, J.S., Steinbrenner, K. and Bent, D.H. Statistical Package For The Social Sciences (2nd ed.). New York: McGraw-Hill, 1975.

Peterson, J.A. Education for marriage. New York: Charles Scribner's Sons, 1956.

Schulman, M.L. Idealization in engaged couples. Journal of Marriage and the Family, 1974, 36, 139-146.

Scoresby, A.L., Apolonio, F.J., and Hatch, G. Action plans: an approach to behavior change in marriage education. The Family Coordinator, 1974, 23, 343-347.

Stinnett, N. Attitudes of college students towards marrige. Journal of Home Economics, 1971, 63, 33-36.

* Stinnett, N., Walters, J., and Parker, K.K. College students
     perceptions concerning marriage. Journal of Home Economics, 1972,
     34, 665-670.

† Winch, R.F. and Ktones, T.V. The theory of complimentary needs in
     mate-selection: an analysis and descriptive study. American
     Sociological Review, 1954, 19, 241-249.

APPENDIX A

INFORMED INVENTORY BY CATEGORY

Response Format for INFORMED

Strongly Agree	Agree	Agree More Than Disagree	Disagree More Than Agree	Disagree	Strongly Disagree

Expectations

A07. Most individuals know themselves and what they want to become before they get married.

A19. I believe that there is only one person in the world to whom I could be happily married.

B06. Most problems between persons will end if they let time heal the wounds.

B18. It is easier to be a best friend and companion to your partner after marriage.

C08. A person can expect a marriage partner to fulfill almost all needs for security, support and closeness.

C21. A couple that has problems before marriage will probably have less problems after marriage.

D25. When couples have problems during engagement they will probably become worse after marriage.

D12. Most couples are able to maintain a high level of romantic love in their relationship after marriage.

E13. Even an unhappy marriage is better than living alone.

F02. Divorce is a sure sign that a person is a failure in maintaining relationships.

G04. When a person divorces they are rejecting the concept of marriage.

F16. Most engaged couples should be able to know their partner completely before they get married.

Sexuality

A09. Most couples find it easy to maintain a satisfying sexual relationship after marriage.

A21. Married partners should be ready and willing to have sexual relations whenever one of them has the desire.

B08. A married person should be willing to try any sexual activity that their partner would like to do.

B20. Decisions regarding family planning or birth control are very easy after marriage.

C10. Most couples find it much easier to discuss sex after marriage than during courtship.

C14. If a couple is getting along sexually the rest of the relationship is likely to go well also.

D01. Married individuals are usually very similar in their sex drives.

D05. Wives generally need more time than husbands to be ready for sexual intercourse.

D14. It is better not to tell one's spouse about past sexual relationships.

D18. Sexual activity is a natural act and does not need to be discussed in a marriage.

E02. I would be concerned that my partner's interest in sex is not the same as mine.

E19. Sexual satisfaction depends largely on the techniques that a couple uses.

E06. During sexual relations each partner should know what the other would enjoy without being told.

E15. Couples that are sexually compatible will always reach orgasm during intercourse.

F04. It is more important that the husband be sexually experienced than the wife.

F18. Husbands rather than wives should initiate sexual activity.

G06. The husband is primarily responsible for seeing that the couple's sex life is satisfying.

Idealism

A05. My marriage partner and I will be as well adjusted as any two persons in the world could be.

A17.   When I get married my partner and I will be able to understand each other completely.

B04.   My future marriage partner will not have any faults or have personality differences with me.

B16.   When I marry I will be able to completely understand and sympathize with my partner's every mood.

C06.   When I marry I am sure that there will be times when I will not feel very affectionate or loving toward my partner.

C19.   After marriage I expect to find out some things about my partner that will surprise me.

D10.   It would be difficult to imagine a happier couple than the plans I have for my future marriage.

D23.   I do not expect my marriage to be a perfect success.

E11.   There will probably be times in my own marriage when my partner will make me very angry.

F14.   I am sure that there will be times in my marriage when I will be very unhappy.

E24.   My future marriage partner will have all of the qualities that are important in a mate.

G02.   I will never regret my choice in a marriage partner once I have made my final decision.

Personality

A12.   It is easier to change another person's habits after a couple is married.

A24.   Most individuals do not change very much after they get married.

B11.   Couples usually know all of the important things about their partner before they get married.

E05.   Most persons will not really know their partner well until after they are married.

C01.   After marriage it is easier to change those things about your partner that you do not like.

E18.   After marriage it is easier to accept and live with another peron's habits which may bother you.

C13. If my partner had smoking or drinking habits which bothered me I would try to change those habits after marriage.

D04. Once couples are married any problems they had during court-ship about jealousy are quickly resolved.

D17. Stubbornness is one of those personality traits that is easier to change after marriage.

F07. It is important for married persons to be independent and not have to rely on their spouse to do things.

F21. After marriage one can depend on their spouse to help them get out of depressed moods.

G09. A bad temper during courtship is probably not going to improve after marriage.

F08. A person who is always late before marriage will probably improve after marriage to please their spouse.

F09. Marriage is the best solution for loneliness.

Roles

A04. I believe that the woman's place is basically in the home.

A16. If both individuals are working they should share cooking, cleaning and other household duties.

B03. The husband should have the final word in all the important decisions in the family.

B15. The husband's occupation should be the first priority in determining where a couple should live.

C05. The wife should be more willing and able to adjust than the husband.

C18. It is more important that the husband be satisfied with his job because his income is more important to the family.

D09. Even if the wife works outside the home she should still be responsible for running the home.

D22. The wife should be encouraged to work outside the home if she wants to.

E10. The husband should be the head of the family.

E23. It is important for husbands and wives to be able to perform similar roles around the house.

F13. The wife should be willing to adapt her life to fit her husband's desires.

G01. Deciding on marital roles and responsibilities is probably very difficult for most couples.

Communication

A06. Married partners that care for each other should know what the other is feeling without being told.

A18. Married couples should avoid saying anything critical to their partner.

B05. Communication skills are difficult to learn and hard to use effectively after marriage.

B17. When married persons are having an argument it is best for at least one partner to not say anything.

C07. It is easier for couples to become more clear and honest in their communication after marriage.

C20. Even when couples become more aware of poor communication habits it will be difficult to change them.

D11. After a couple has been together for awhile each person will know what the other is feeling and what they want.

E12. A person who says things that are a put-down to a partner before marriage would not do so after marriage.

F01. When there are problems to be discussed in a marriage most couples are eager to talk about it.

F15. Most married couples are unhappy about the way in which they talk with each other.

G03. It is best not to share negative feelings with a marriage partner if you think they may become angry.

D24. The person I marry will always be a good listener.

G10. I expect that my spouse and I would be able to discuss any marital topic without difficulty.

Conflict Resolution

A03. Most couples know how to fight fairly and resolve their problems.

A15. In order to end an argument it is better to give in to the other person.

B02. I would not seek help from a counselor even if my marriage had serious difficulties.

B14. Most marital arguments are about concerns that are very important.

C04. I would go out of my way to avoid having conflicts with my marriage partner.

D08. All problems that come up between a couple can be resolved without divorce.

D21. Most problems experienced by marriage partners will be resolved simply by the passage of time.

E09. A relationship is often strengthened by having an argument.

E22. The most difficult problems that can arise in a marriage take several years to develop.

F12. The best way to effectively end an argument is to not take things very seriously.

F24. Most persons will resolve marital conflicts similar to the way their parents resolved conflicts.

Finances

A01. As long as one person is good at handling the finances it is not necessary for the other marriage partner to know how.

A13. Both partners should be able to balance the checkbook and pay the bills.

A25. It is more important that the husband keep control over financial matters.

B12. Each person should have some money of their own that cannot be used by their marriage partner.

C02. Most couples who budget their money wisely will never have financial problems.

C15. Couples should take out small loans early in their marriage even if they have enough savings.

D06. It makes very little difference where a couple goes to get a loan as long as the place has a good reputation.

D19. It is always preferable to make purchases with cash rather than credit.

E07. A wife's salary should be used for extras and not counted on as regular income.

E20. A couple should determine their exact financial position before they marry.

F10. A husband and wife should each be given a weekly allowance that is equal.

F22. Early in marriage it is preferable to build up savings rather than buy insurance for life and health.

G05. It is important to keep good records of financial purchases to help budget monthly income.

Leisure

A08. Increasing the amount of time spent together automatically improves a marriage relationship.

A20. It is important for married couples to spend all of their spare time together.

B07. It is important for individuals to develop interests and hobbies even if their partner does not share those interests.

D13. After marriage a person should not develop a new interest or hobby unless one's spouse is also interested.

B19. Marriage partners should always be willing to participate in activities that are enjoyed by their spouse.

C09. One of the best aspects about marriage is being able to spend all of one's spare time with your partner.

C22. I would rather do almost anything than spend an evening by myself.

E01. It is important that married partners share the same hobbies and interests.

E14. Married partners should always prefer to spend time with each other rather than with other persons.

F03. If partners do not share an interest in an activity it would be best to stay home.

F17. Married couples should find time for a vacation together no matter how hard it is to get away.

Family and Friends

A02. Relatives and friends rarely interfere with a couple's marriage.

A14. After marriage a person is fully accepted as an adult by their families.

B01. A person who is very close to his or her family before marriage may have more difficulty adjusting to marriage.

B13. A person should expect in-law relationships to be uncomfortable for awhile.

C03. If a parent does not like your spouse it is best to avoid the situation as much as possible.

C16. When couples have to choose where to go for holidays it is usually to the home of the wife's parents.

D07. After marriage individuals should not spend time with friends of the opposite sex.

D20. Accepting financial assistance from one of the families usually causes more problems than it solves.

E08. It is important for individuals to continue their personal friendships after marriage.

E21. Personal information between a husband and wife should not be discussed with relatives and friends.

F11. After marriage one should agree to see less of their single friends.

F23. Marriages have an equal change for success regardless of the opinions held by family and friends.

Religion

A11. Loving one's partner is an extension of one's love for God.

A23. It is important for couples to explore the spiritual nature of their relationship by praying together.

B10. It is not necessary to include a religious aspect in the committment a couple makes to each other.

B22. One particular Church should be chosen by a couple after marriage.

C12. A religious committment is not important for a couple to build a strong relationship.

D03. A couple should be actively involved and share religious beliefs with others in the community.

D16. Religion is an individual matter and need not have the same meaning for both partners in a relationship.

E04. Continuing to search out and share religious beliefs is necessary for a growing relationship.

E17. Regular church attendance is important for spiritual growth.

F06. I could not marry a person who does not agree completely with my religious views.

F20. It would not be important for me to change my partner's religious beliefs if they differed from my own.

G08. Most couples are very compatible in terms of their religious convictions.

Children

A10. Keeping the family together at all costs for sake of the children is better than divorce.

A22. Children are usually not affected by the conflicts that their parents are having.

B09. Married couples usually are much happier and disagree less after they have children.

B21. The wife should have almost all of the responsibility for raising the children.

C11. Having children dramatically changes a married couple's lifestyle.

D02. Couples should wait at least three years before starting a family.

D15. Having children could have a strong negative effect on a marriage.

E03. Raising children is a natural thing that most people need little help doing.

E16. Married persons will automatically feel closer to each other after having a child.

F05. Most couples agree on the number of children they want and when to have them.

F19. Most couples agree on the best form of discipline for their children.

G07. If my spouse wanted a child I would agree to have one even if I was against the idea.

APPENDIX B

INFORMED BACKGROUND FORM

BACKGROUND FORM

CONFIDENTIAL

PLEASE DO <u>NOT</u> PUT YOUR NAME ON THIS FORM!

ID _____

1). What is your present year in school? (please check one)

_____ 10   _____ 12   _____ 14   _____ 16   _____ 18

_____ 11   _____ 13   _____ 15   _____ 17   _____ Other (write in number)

2). What is your sex?

_____ 1. Female   _____ 2. Male

3). What is your date of birth?

Month _____   Day _____   Year _____

4). Where have you resided most of your life? (Check appropriate space)

_____ 1. Farm

_____ 2. Non-farm rural residence

_____ 3. Small town (population under 2,500)

_____ 4. Large town (population 2,500-24,999)

_____ 5. Small city (population 25,000-100,000)

_____ 6. Large city (population over 100,000)

5). What was the approximate total income of your parents for the last year? (check one, estimate if not sure.)

_____ 1. Under $7,000   _____ 5. $20,000-24,999

_____ 2. $7,000-9,999   _____ 6. $25,000-29,000

_____ 3. $10,000-14,000   _____ 7. $30,000-34,999

_____ 4. $15,000-19,000   _____ 8. $35,000 and over

6). How many brothers and sisters do you have? Indicate be filling in the chart below. (Include yourself in this chart)

Age												
Sex*	M	F	M	F	M	F	M	F	M	F	M	F
Married?*	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N

*indicate by circling the correct response

7). If in college, what is your current major?

_____ 1. Agriculture   _____ 5. Education

_____ 2. Arts and Sciences   _____ 6. Engineering

_____ 3. Architecture   _____ 7. Home Economics

_____ 4. Business Administration _____ 8. Veterinary Medicine

_____ 9. Other

8). What is the highest grade or level of education your parents completed and the highest that you expect to complete?

Mother   Father   Self

_____   _____   _____   1. Graduate or professional school
_____   _____   _____   2. Graduate of four-year college
_____   _____   _____   3. Some college
_____   _____   _____   4. Finished high school
_____   _____   _____   5. Some high school
_____   _____   _____   6. Grade school
_____   _____   _____   7. Don't know

9). What is the current occupation of your parents? (check appropriate spaces)

Mother   Father

_____   _____   1. Professionals, Doctors, Lawyers, executives
_____   _____   2. Other professionals, Managers, Teachers, Nurses
_____   _____   3. Skilled and Construction Trades
_____   _____   4. Sales, Technicians, Clerical
_____   _____   5. Laborer, Factory Worker, Waitress
_____   _____   6. General Service employee
_____   _____   7. Student
_____   _____   8. Housewife, Househusband
_____   _____   9. Retired
_____   _____   10. Unemployed
_____   _____   11. Other _____

10). What is your current religious preference?

_____ 1. Agnostic   _____ 6. Jewish
_____ 2. Baptist   _____ 7. Lutheran
_____ 3. Catholic   _____ 8. Methodist
_____ 4. Christian   _____ 9. Other protestant
_____ 5. Episcopal   _____10. Not Listed _____

11. How religious would you say you are?

_____ 1. Very religious   _____ 3. Religion is not important to me

_____ 2. Somewhat religious   _____ 4. I am quite opposed to religion

12). (optional) What is your ethnic backround?

_____ 1. Afro-American/Black   _____ 4. American Indian

_____ 2. Asian-American   _____ 5. Spanish Descent

_____ 3. Caucasian/White   _____ 6. Other _____(specify)

13). Have you ever had a Sex Education class?

_____ Yes   _____ No

If yes; was it a

_____ High School Class   _____ Both High School and College

_____ College class   _____ Other _____(specify)

14). Do you feel the class was worthwhile to you?

_____ yes   _____ No

15). About how often do you participate in outside activities, such as sports, hobbies, etc...?

_____ once a day   _____ once per week   _____ rarely

_____ three per week   _____ once per month   _____ never

16). Which of the following comes closest to describing interaction with your parents concerning Sex Education?

_____ 1. They have never talked to me about Sex Education

_____ 2. They only talked to me about it when I asked questions

_____ 3. They approached me and we discussed the subject

_____ 4. We have talked in length about the subject and I feel I can ask them any questions without embarassment.

17). Have you ever seen your parents resolve an argument?

_____ Yes   _____ No

18). Please indicate below your approximate income during a typical month from jobs and/or other sources such as parents, grants scholarships, etc.

Jobs   Other Sources

_____   _____   1. 0-$100 per month

_____   _____   2. $100-$200 per month

_____   _____   3. $200-$300 per month

_____   _____   4. $300-$400 per month

_____   _____   5. $400-$500 per month

_____   _____   6. over $500 per month

19). Do you own a car?

_____ Yes   _____ No

If you do not own a car , do you have easy access to one?

_____ Yes   _____ No

20). Do you currently have a job?

_____ Yes   _____ No

21). How many people have you dated during each of the following ages?

	13 to 15 years old	16 to 18 years old	over 19	Total of all years
None	_____	_____	_____	_____
1 or 2	_____	_____	_____	_____
3 to 5	_____	_____	_____	_____
6 to 10	_____	_____	_____	_____
11 to 20	_____	_____	_____	_____
over 20	_____	_____	_____	_____

22). How many people have you had a steady or serious relationship with?

_____ None   _____ 1 or 2   _____ 3 to 5   _____ 6 to 8

_____ 9 to 10   _____ 11 or more

23). How confident fo you feel in dating relationships in comparison with your friends?

_____ 1. Less confident   _____ 2. About the same

_____ 3. More confident

24). What is the current marital status of your parents?

_____ 1. Married and living together (number of years _____)

_____ 2. Separated (number of years _____)

_____ 3. Divorced and single, both (number of years _____)

_____ 4. Divorced and remarried, both

_____ 5. Divorced, one single, one remarried

_____ 6. Single (partner deceased) (number of years _____)

_____ 7. Remarried (partner deceased)

_____ 8. Both parents deceased

25). What are your current living arrangements?

_____ 1. Alone in an apartment

_____ 2. Alone in a Residence Hall

_____ 3. With the same sex roommate (s) in an apartment

_____ 4. With the same sex roommate (s) in a Residence Hall

_____ 5. With opposite sex roommate (s)

_____ 6. With parents

_____ 7. Other _____ (specify)

26). Circle the point on the scale below how you perceive your overall rating as a date:

Low   High

             1   2   3   4   5   6   7   8   9

27). Circle the point on the scale below how you perceive your overall rating as a potential mate:

Low   High

             1   2   3   4   5   6   7   8   9

28). Do you have any current plans for marriage?

_____ Yes   _____ No

29). What do you think is a good age to marry? _____

30). Of all the people you know who are married, how would you rate their overall satisfaction with marriage? (circle one)

Highly Satisfied   Satisfied   Not at all Satisfied

       1   2   3   4   5

31). Do you think a couple should automatically marry if the woman becomes pregnant?

_____ Yes   _____ No

32). Please look at the following problems and rank each according to which area is most likely to be the reason that a marriage fails. (place a 1 for highest rank, 2 for second, etc.)(please rank all 10)

_____ Immaturity   _____ Different Backrounds

_____ Dissatisfied with own role   _____ Drinking/Drugs

_____ Too many arguments   _____ Conflict over Roles/Careers

_____ Incompatible Interests   _____ Extra-marital sex

_____ Lack of communication/   _____ Money
Understanding

THANK YOU

OKLAHOMA STATE

VITA 2

Jill Marie Rohrbacker

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF SINGLE HIGH SCHOOL AND COLLEGE STUDENTS'
ATTITUDES ABOUT MARRIAGE

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in St. Louis, Missouri, August 20, 1957, the
daughter of John and Joan Rohrbacker.

Education: Graduated from Putnam City High School, Oklahoma City,
Oklahoma, in May, 1975; attended Oklahoma State University in
1975 and graduated with a Bachelor of Science degree in
Psychology in May, 1979; began work on a Master of Science in
Family Relations and Child Development for this degree in
August 1980; completed requirements for the Master of Science
degree at Oklahoma State University in May, 1983.

Professional Experience: Assistant Residence Life Coordinator,
Oklahoma State University Residence Halls from November 1981
to present. Head Resident Oklahoma State University Residence
Halls, March, 1980 to November 1981.