

VALIDATION OF INFORMED: AN INVENTORY
FOR MARRIAGE EDUCATION

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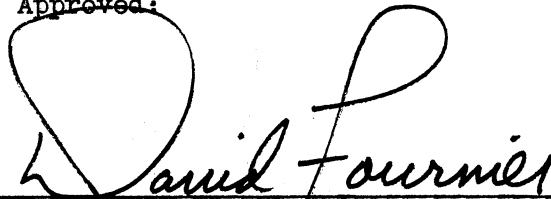
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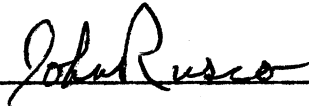
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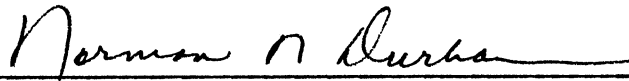
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TABLE OF CONTENTS

Chapter	Page
I. BACKGROUND, RESEARCH PROBLEM AND PLAN OF THESIS. . . .	1
Background Factors Contributing to an Increase in Marital Dissolution.	1
Research Problems in Marriage Education	3
Social Expectations Influence Naive Marital Attitudes.	5
Idealism in Engagement	6
Inadequate Training of Preparation Facilitators	7
Limitations of Tools to Assess Marital Attitudes.	8
Purpose of the Study.	9
Outline of the Thesis	10
II. REVIEW OF THE LITERATURE	12
Plan of the Review Section.	12
Relationship Problems in Early Marriage	12
Early Marriage Developmental Tasks	13
Research on Conflicts in Early Marriage. . .	15
Clinical and Experiential Reports of Common Marital Problems.	22
Summary of Relationship Problems in Early Marriage	23
Premarital Assessment Techniques.	25
Assessment Criteria to be Reviewed	25
Clinical Instruments	25
Clinical Discussion Instruments	26
Clinical Diagnostic Instruments	27
Educational and/or Experiential Instruments. .	29
Applied Research Instruments	30
INFORMED: The Inventory for Marriage Education .	33
Rationale for INFORMED	33
Desirable Characteristics of an Inventory for Marriage Education	34
Conceptual Description of INFORMED Categories	35
Personality	36
Expectations.	36
Role Relationships.	38

Chapter	Page
Communication	38
Conflict Resolution	38
Finances.	38
Leisure	39
Sexual Relationship	39
Children and Marriage	39
Family and Friends.	39
Religion.	40
Idealism.	40
Summary of Review	40
III. METHODOLOGY.	42
Type of Research.	42
Subject Selection	43
Instrumentation	44
Data Collection Procedures.	46
Statistical Procedures.	46
Establishing Reliability	49
Internal Consistency Reliability	50
Statistics for Establishing Scale	
Reliability.	51
Content Validity	52
Construct Validity	52
Unrotated Intra Scale Factor Analysis.	53
Research Questions to be Answered	53
IV. FINDINGS	55
Population Characteristics.	55
Normative Scores for Important Sub-populations.	58
Factor Analysis on INFORMED Categories.	62
Reliability	64
V. SUMMARY AND RECOMMENDATIONS.	69
Research Problems in Preparation for Marriage	70
Review of Pertinent Literature.	71
Development of the INFORMED Inventory	72
Methodology for Validation.	73
Summary of Findings	73
Recommendations	74
REFERENCES.	76
APPENDICES.	80
Appendix A - INFORMED Inventory by Category	80
Appendix B - INFORMED Feedback Form	91
Appendix C - INFORMED Background Form	93

LIST OF TABLES

Table	Page
I. Developmental Tasks in Early Marriage	14
II. Relationship Problems in Marital and Pre-Marital Relationships	16
III. Marital Complaints by Divorced Individuals.	18
IV. Marital Issues at Three Stages of Pre and Early Marriage.	19
V. Marital Topics with Romanticism and/or Disillusionment	20
VI. Summary of Problem Areas Mentioned in Ten Studies . .	24
VII. INFORMED Content Categories Compared to Primary Areas of Marital Problems	37
VIII. INFORMED Response Format.	45
IX. INFORMED Content Titles and Item Numbers in Each Category.	47
X. Selected Population Characteristics Comprehensive INFORMED Sample	56
XI. Normative Structure of INFORMED Category Scores for Important Premarital Sub-populations.	59-60
XII. Factor Analysis of INFORMED Categories.	63
XIII. INFORMED Reliability Summary.	65
XIV. Sequence of Determining Best Item Combination for Alpha Reliability	67

CHAPTER I

BACKGROUND, RESEARCH PROBLEM AND

PLAN OF THESIS

Background Factors Contributing to an Increase in Marital Dissolution

Current societal trends are forcing individuals to face rapidly changing values, a highly competitive and mobile society and technological advances which result in profound effects on one's daily life. These and other factors help create situations which are both personally and interpersonally stressful. Rates of marital dissolution, family violence and marital dissatisfaction have increased during the last decade due in part to the above societal conditions. Changing roles of men and women have also increased the level of stress in marriage as couples seek to maintain satisfactory relationships.

Constant shifts in roles and societal conditions make it difficult for persons to adequately prepare for marriage and family life. A proposed solution to meet the need of preparing for family life is to take a preventative approach to the problems which occur most frequently. There is, however, a lack of empirical evidence to isolate the factors which most influence family disorganization. In addition, even if the contributing factors can be isolated, very little is known about how to effectively resolve them (Stern, 1969).

Education, in the face of skepticism and adversity, can help to bring problem areas more clearly into focus so that they can be better understood and managed by the family. It needs to be understood that marriage and family education is an informative process and not a substitute for therapy (Stern, 1969). This process can aid people individually and interpersonally in obtaining a desired level of marital fulfillment.

Although there is an apparent need for marriage education, the determination of basic material to be taught in educational settings is far from universal or systematic. Problems in doing evaluative research are considerable. Does one rely on students' testimonials as to the course's effectiveness? Is it possible to measure one variable and be assured that it is not being affected by external forces? Should measurement be done after completing a course or after several years of having used the information in day-to-day living? What instrumentation exists which is capable of measuring a person's knowledge of family life (Kerckhoff, 1959)?

While most assessment techniques have focused on couples already engaged, a recent development in this area is an objective measure for single persons' attitudes toward marriage called INFORMED: Inventory For Marriage Education by Fournier (1980). Through the use of this instrument, empirical validation of variables that seem to be most pertinent to a person's understanding of marriage and family will be addressed. This data can then be incorporated into marriage and family classes to work with single persons prior to engagement, at both the high school and

college level. This instrument was developed in response to a need to assess what people know about marriage and to provide educators with the necessary information thus identifying problem areas in a person's understanding of marriage. An objective of INFORMED is to ultimately help people to change actions or attitudes which may be detrimental to their future marriage relationship.

Research Problems in Marriage Education

How can a person who has never been married experience marriage? How can a person prepare for the transition from a single to a married state before the transition occurs? What can people who are interested in helping couples make the transition effectively do to facilitate a couple's preparation for marriage (Miller, Nunnally and Wackman, 1976, p.9)?

Single men and women are placed in positions prior to marriage where they are expected to systematically prepare themselves for the marriage experience. As suggested by the above quote, many individuals are asked to prepare for maintaining marriage relationships without previous experience and not always with adequate role models. In addition, efforts to help the single person prepare for marriage are limited because the professional community has had few specialized programs.

A community's primary efforts have been placed on dealing with divorce and marital dissatisfaction. In theory, unhappy marriages may foster more dysfunctional units (Mace, 1972). Without appropriate intervention, it would be difficult to break existing and future patterns of disillusionment. Olson (1970) stressed the importance in taking a preventative approach to

marriage. Mace (1979) concurred by stating the importance of equipping an individual with the appropriate tools to help ensure greater marital satisfaction. Hill and Rogers (1965) see the understanding of certain transitions in the family as important to a satisfying marriage while Satir (1970) promotes skills useful to family interaction. Riley (1975) took a more global approach to the problems that families and marriages encounter by advocating the provision of services aimed at educating the community.

In 1948, a committee of the Family Service Association of America identified a need to educate families:

. . . there is a pressing need . . . to move into the field of generalized family life education. As preventative medicine has made its research and knowledge available to well people in order to prevent the contraction and spread of disease, so the Family Service Agency (can) become a strong force for the prevention of family and social breakdown by reaching out to families with normal problems (Beatt, 1976, p. 8).

The need to educate families and individuals about what to encounter in the marriage relationship has been substantiated. Community efforts to provide adequate and useful information to individuals is limited by the lack of training by many persons leading such groups. Additional problems arise in not having access to pertinent materials dealing with an identified population's needs. For example, when a population's needs are unknown and not assessed, educators tend to assume that they know the needs and present material accordingly. The specific needs of potential populations must be appropriately assessed to increase program relevance.

The ensuing sections will address some specific research

problems in regards to conducting research with unmarried individuals. It is hypothesized that this study will provide data pertinent to individuals' perceptions of marriage which in turn can be used to modify attitudes prior to the forming of marriage relationships.

Social Expectations Influence Naive

Marital Attitudes

It is doubtful that people enter marriage with the expectation that it will end in divorce. Maintaining an attitude that marriage is a step to maturity without considering all of the implications is unrealistic and a contributing factor to the failure of over one-third of first marriages.

Those who have never experienced marriage must rely on observing other couples and by listening to others' perceptions about marriage. Most persons have notions about what an intimate relationship entails. The difficulty, however, lies in a person's inability to maintain the kind of relationship that they visualize. A lack of skills, experience and inadequate modeling by significant others all contribute to a person's failure to maintain a satisfying marital relationship. Ellis (1961) supports the idea that a person's ignorance about the complexity of marriage is a key element in its failure. He notes that:

Many people do not have even the most elementary preparation for the demands that marriage will make of them. They also make the assumption that they will automatically know how to adapt themselves to marriage (p. 3).

In a societal sense, marriage is often perceived as either a very happy, beautiful bond or simply bondage. Depending upon one's perception, neither actually addresses the basic elements of marriage which provides its strength and life. The marriage myth, therefore, goes unchallenged, and one consequence is the reinforcement of a general naivete about marriage.

Idealism in Engagement

Romanticism and idealism are two powerful factors that affect a person who is preparing for marriage. Anyone in love and particularly those persons who are engaged become susceptible to a clouded, distorted, less real perception of their intended mates (Kirkpatrick and Hobart, 1954). The topic of idealism has received considerable attention by researchers. Schulman (1974, p. 139) states that "it is the concern that engaged couples (full) of fantasies about love and marriage will project their fantasies upon their intended mates instead of seeing them as they are". Seeing someone as an idealized mate is very romantic. The idealized nature of one's mate, however, tends to become more tainted after marriage.

Without proper education in the areas of problem solving and effective communication, one is left with a potentially mediocre or dead relationship. Schulman (1974, p. 140) continues to substantiate this in "that the role taking process in idealizing couples is distorted in areas of potential conflict so that consensus is perceived where it does not exist". The reality of

marriage tends to make the misperceived areas succinct. The potential areas of conflict that existed prior to marriage are now no longer potential ones. The need to educate individuals in the area of realistic perceptions is clear.

Inadequate Training of Preparation

Facilitators

Marriage education is taught by a number of professionals in a number of varied fields. Qualifications of these educators, as well, are varied from extremely sophisticated to unprofessional. Community services, churches, post and secondary schools all may offer classes in preparation for marriage. A problem arises, however, when someone pursues a particular program and is unable to benefit from it due to inadequate facilitation or agenda. Efforts to provide individuals with pertinent information about the marriage relationship is noble but not always effective. A recognized need is for a method of standardization that addresses those areas that are essential to the understanding of the marriage experience.

INFORMED, Inventory For Marriage Education, offers a viable option to the potpourri of individual, unstandardized, untested diagnostic evaluations in existence. Considering the high number of minors considering marriage, it is important that standardized educational experiences be provided prior to a couple's commitment to marriage. Through the development of INFORMED, clergy, schools and community services could have access to a tool that will enable

them to identify the needs of single non-engaged individuals. The results are hypothesized to produce individuals that are more capable of establishing and maintaining a satisfactory marital relationship.

Limitations of Tools to Assess Marital

Attitudes

Existing assessment tools used in marriage preparatory courses often fall short in accurately measuring an individual's knowledge of marriage. In a paper by Fournier, Springer and Olson (1977), the following methodological problems in pre-marital diagnosis were identified:

1. exclusive reliance on the self report of individuals
2. a limited range of issues related to premarital problems
3. a value position or bias implicit in the instrument
4. inability to diagnose or assess actual couple interaction
5. lack of information regarding the reliability and validity of results for pre-marital counseling (p. 5).

Providing educational services to individuals seeking to understand the marital union are often non-standardized and suspect. Stahman and Barclay-Cope (1977) describe the futility of many counselors to use:

. . . various inventories and questionnaires in an attempt to provide specific assessment and feedback to (their) clients. The majority of these inventories are developed specifically by counselors for their own clinical use and are not published or standardized (p. 298).

The need to develop a standardized means to assess persons' understanding of the marital union is evident. A primary goal of this thesis is to begin the validation process of an Inventory designed to meet the assessment needs of unmarried and non-engaged individuals.

Purpose of the Study

The intent of this study is to empirically analyze a diagnostic tool specifically designed to assess an individual's attitudes about a variety of factors important to marriage relationships. More specifically, this thesis will be concerned with determining the reliability and validity of the INFORMED Inventory. It is hoped that with measurement tools such as INFORMED, one would be able to make accurate determinations as to the specific areas most suitable to a group in need of marriage education. Once these areas have been identified, one may then actively prepare an educational format that may help increase the likelihood of developing satisfying relationships in marriage.

INFORMED was prepared and developed by Fournier (1980) who has identified the following needs in marriage assessment:

1. development of a diagnostic instrument for single persons who are not necessarily engaged that is reliable, valid and can be used in group educational settings
2. development of a scoring system for a number of internally consistent scales which tap the most relevant dimensions in marital relationships

3. development of a set of procedures which provide individuals with a reference point about marital relationships and identifies specific target issues of relevance to his or her understanding of the marital relationship
4. development of a useful summary of scores for feedback to individuals that effectively compares them to similar individuals (p. 8).

The preceding goals will be addressed as a means of making determinations for the final revisions of INFORMED.

Outline of the Thesis

This particular chapter has addressed a number of factors that influence high rates of marital dissolution. Research on engagement suggests the need for a diagnostic tool for persons at an earlier stage of the life cycle. INFORMED (INventory FOR Marriage EDucation) was developed so that non-engaged individuals would be able to begin examining their marital attitudes. This will facilitate marriage education at an earlier stage and would complement existing tools which are more suitable for engaged couples (PREPARE; Fournier, 1979) and couples already married (ENRICH; Olson, Fournier and Druckman, 1982). The remainder of this thesis will be devoted to the following agenda:

1. review the literature that discusses the challenges an individual will face in the marriage experience (Chapter II)
2. review the literature on diagnostic tools presently in existence so as to utilize that information in making INFORMED an even better research and educational instrument (Chapter II)

3. describe the rationale for the existence of INFORMED plus the pilot studies that were used in making decisions on content and format (Chapter II)
4. describe the categories and scores implemented in the INFORMED Inventory and outline the agenda used in the calculation and printing of significant scores (Chapter III)
5. describe research methodologies used to validate the internal consistency of INFORMED scale scores and the external relevance of scores to other measures of marital behavior (Chapter III)
6. describe findings of the normative structure, factor analysis and reliability runs completed on INFORMED (Chapter IV)
7. summarize the problem addressed, methodology and important findings from this thesis (Chapter V)

CHAPTER II

REVIEW OF THE LITERATURE

Plan of the Review Section

Incorporating the majority of areas that are important to marriage in a single diagnostic instrument requires an extensive review of two primary areas. This review of literature addresses problems that individuals will face in their marriage. A review of instrumentation will also be done to identify methods used in assessing individuals' attitudes and beliefs about marriage. A comprehensive study of this nature will facilitate the inclusion of those areas of marriage that consistently are identified as problems. The utilization of information gleaned from other diagnostic tools will help to strengthen the credibility and effectiveness of INFORMED. It is hoped that this project will enable individuals to become better prepared to deal with and get the most satisfaction from their marriages. An important source for many of the materials reviewed in this chapter was Fournier (1979).

Relationship Problems in Early Marriage

Extensive research and general information have been compiled on marriage and courtship. The productive utilization of this

material should be a prime concern of educators. Studies of marriage education courses from 1950-1980 have consistently shown increases in participants' understanding of marriage. A goal of this project is to formulate categories and questions, for an assessment tool, that will address the most common problematic areas of marriage.

Due to the vast information available on marriage, this project will limit, by necessity, its scope. The primary areas of concern with relationship problems deal with courtship, early marriage, its transitional period and some issues related to marital break-ups.

Early Marriage Developmental Tasks

Two studies in particular have identified certain issues that have a tendency to occur in early marriage. Rausch, Goodrich and Campbell (1963) list ten critical areas that pertain to the adjustment period early in marriage. Rappoport (1963) has identified nine areas of concern in the transition from courtship to early marriage. The following Table correlates the information found in the two studies.

Table I illustrates a relatively close approximation of components to one another that concern pre and early marriage relationships. Discrepancies between the two tables can be attributed to Rappoport's (1963) inclusion of courtship tasks. Based upon these two studies, one would conclude that the following list would be instrumental in formulating a diagnostic tool or

program for marriage education: sexuality, family and relatives,
friends, parenthood, career plans, finances, communication and
decision making, religious values, and role relations.

TABLE I
 DEVELOPMENTAL TASKS IN EARLY MARRIAGE

Developmental Tasks	
Rausch et al. (1963)	Rappoport (1963)
1. Sexual relationship	1. Satisfactory sexual relationship
2. Relationship with partner's family	2. Satisfactory relations with relatives
3. Relationships with friends	3. Satisfactory relations with friends
4. Plans for future parenthood	4. Agreement about family planning
5. Education, occupation and career plans	5. Satisfactory work pattern
6. Handling of money	6. Patterns of decision making
7. Situations of physical intimacy	7. Satisfactory system of communication
8. Religious, political and social values	8. Establishing a couple identity
9. Establishing a household	9. Planning wedding, honeymoon, etc.
10. Mealtime and role expectations	

Research on Conflicts in Early Marriage

Fournier, Springer and Olson (1979) performed a study on college students in different stages of pre-marital and marital relationships. The sample consisted of 977 individuals who identified 2,004 conflicts that occurred in couple relationships. The specific conflicts were then broken down through a process of content analysis so that certain similarities were recorded. Fournier et al. (1979) found three immediate levels distinguishable in the study: (1) personal issues, (2) interpersonal issues, and (3) external issues. These three levels were separated further into 14 second level descriptions. Table II, taken from Fournier et al. (1979), shows the 14 second level descriptors along with frequency of occurrence and standing.

Specific areas necessitating closer observance of pre-marital programming are as follows: personality of partners, time priorities, commitment, communication, value and background differences, power and role struggles, parents, friends, expectations, and work.

Kitson and Sussman (1982) undertook the task of determining whether or not the rationale for divorces 25 years ago would still be applicable today. Goode's 1948 study of female divorcees in Detroit was revamped to accomodate a new sample of male and female persons divorced in 1974-1975. A representative sample of Cleveland, Ohio, was used, based on that city's census reports. A total of 209 persons responded resulting in a sum of 663 grievances.

TABLE II
RELATIONSHIP PROBLEMS IN MARITAL AND
PRE-MARITAL RELATIONSHIPS*

Problem Description	Frequency	Rank
<u>Personal Issues</u>		
Physical problems	42	12
Personal habits	64	11
Personality	300	1
Expectations	41	13
Value differences	162	6
Background differences	186	5
<u>Interpersonal Issues</u>		
Communication	198	4
Sex	108	9
Power	132	7
Commitment	263	3
<u>External Issues</u>		
Parents	131	8
Friends	93	10
Time together (priority)	275	2
Work	9	14

*Fournier et al. 1979

Table III lists the 20 most frequent complaints according to the overall percentage of persons reporting. The issues most pertinent to marriage preparation as identified by Table III are:

communication, marital roles, different values and background, sexuality and fidelity, personality issues, drinking, friends, family, leisure time, children, financial decisions, and arguments.

Microys and Bader (1977) developed and tested a new concept in marriage education. Due to the various developmental issues that individuals encounter during courtship and early marriage, a program was developed that addressed itself to post-marital followups as well as pre-marital education. This developed into a three-phase program in which Microys and Bader utilized small discussion groups to discuss problems pertaining to that particular stage. The first stage dealt with pre-marital problems; the second continued with problems six months after marriage; and the third dealt with problems after one year of marriage. A list of 15 problem areas was derived from the 82 specific grievances identified by study persons. Each of the problem areas are ranked according to their importance to each of the three stages. A major finding in this study was that communication and conflict resolution were much more relevant to those persons who had been married.

Table IV summarizes the main categories from Microys and Bader (1977) and has several overlapping areas from other research. The most identifiable areas are: financial and work, children, jobs, leisure activities, communication, family, sex, affection, personality, friends, values and religion.

Hobart (1958) used the 70-item Hobart Marital Role Inventory in order to determine romanticism and disillusionment between 60 married couples and 148 dating couples who were at different

TABLE III
MARITAL COMPLAINTS BY DIVORCED INDIVIDUALS*

Marital Complaint	Percent of Sample Making the Complaint
Lack of communication/understanding	29
Joint conflict over gender roles	19
Incompatible backgrounds	18
Change in interests/values	18
Extramarital sex	16
Immature/untrustworthy	16
Drinking	14
Out with boys/girls	14
No sense of family	14
Too young at wedding	12
Not enough social life	12
Internal gender role conflict	11
Problems with relatives	11
Financial and employment problems	11
Arguments, cannot agree	10
Not sure what happened	10
Emotional and personality problems, instability	9
Jealousy/suspicion	9
Control of money	8

*Kitson and Sussman, 1982

TABLE IV
MARITAL ISSUES AT THREE STAGES OF
PRE AND EARLY MARRIAGE

Problem Issue	Rank at Stage of Relationship		
	Pre	Six Months	One Year
Money	2	1	1
Job	1	2	2
Children	3	6	3
Household tasks	6	4	4.5
Social activities	4	3	4.5
Relationship maintenance	7	5	6
Residence	12	7	7
Family	5	8	8
Sex	10	10	9
Time and attention	9	11	10
Personality	8	9	11
Friends	11	14	14
Values	11	12	13.5
Religion	13.5	15	15
Affection	15	14	12

stages of pre-marital dating. The scale is compiled of items that are designed to test true differences that occur between two persons. Disillusionment was determined by the amount of disagreement while in fact opinions of each person remained similar. Romanticism was determined by a perception of less disagreement while in fact assessments showed an increase in disagreements. Romanticism is a variable which was shown to exist in higher proportions during the engagement period. Natural results of romanticism in courtship can be seen in problems encountered early in marriage. Table V shows the 15 areas in the Hobart Role Inventory that are most often associated with romanticism or disillusionment.

TABLE V
MARITAL TOPICS WITH ROMANTICISM
AND/OR DISILLUSIONMENT+

Marital Topics		
***Personal freedom	***Sex and affection	*Rearing children
*Relative dominance	***Values on neatness	***Marital roles
***Values on home life	**In-law relations	**Economic roles
***Having children	*Spatial mobility	**Religion
*Recreation and social life	***Attitudes toward divorce	***Values on saving money
***Romantic response pattern and disillusionment		
**Disillusionment only		
*Romantic response pattern without disillusionment		

+Hobart, 1958

The importance of the Hobart Inventory lies in its ability to identify those issues of marriage which can potentially increase dissatisfaction. Areas of concern are: personal freedom, sex, financial matters, roles, children, in-laws, recreation, religion, and values.

Sager (1976) identifies areas in marriage that are most likely to be affected by idealistic expectations. Each partner enters the marriage relationship with certain expectations. When these expectations are unmet, they become sources of conflict for the couple. Some expectations, however, may be unrealistic, and therefore, unattainable.

Sager (1976) notes several elements of marital expectations: the partner as a totally devoted, loving and exclusive partner; the partner providing constant support against the rest of the world; insurance against loneliness; marriage as a goal rather than a beginning; panacea as opposed to the chaos and strife of singlehood; that nothing could ever come between marital partners; readily available sex; the creation of the ideal family; a larger extended network of family and friends; home as a refuge from the hostile world; position and status in social settings; and economic security. These expectatations can be deterrents to a stable satisfactory relationship if left without any recognition and discussion. An assessment tool should then include items that will identify each person's preconceived expectations.

Sager (1976) has also made some determinations as to what categories are principal areas of concern in marriage: communication,

intelligence differences, energy level, interests, family, children, control of money, sex, values, friends, and roles. This list maintains similarities to other lists previously stated.

Clinical and Experiential Reports of
Common Marital Problems

Mace (1972) has done considerable work with individuals through the paradigm of preventive education. Pre-marital and post-marital educational programs have been developed by Mace as a means of improving individuals' interpersonal skills. A pre-marital program would include an active discussion by the group of the following agenda:

1. Marriage readiness or marriageability:
family background, social adjustment, intellectual, vocational, spare time interests, spiritual, sexual, love relationship, and physical and mental health
2. Compatability as a couple
3. Marital expectations:
outside involvements and conflict resolution
4. Marital adjustments:
sexual attitudes, in-law strategy, financial policy, parenthood, roles, friends, recreation, and personal habits (p. 14).

Mace formulated two conclusions from his work: there needs to be mutual respect for one another coupled with a commitment to communicate.

Stahman and Hiebert (1977) have done extensive research in determining marital problems. The list of items that Stahman and Hiebert found significant correlate very closely to the

findings of Fournier, Springer and Olson (1979):

1. Personality differences:
introvert-extrovert, different perceptual
modes, methods of dealing with anger, de-
pendence-independence, conventional-
unconventional, high or low energy level,
self-esteem level, method of handling
depression and anxiety
2. Communication and conflict resolution
3. Interpersonal dimensions:
friends, geographic background, religious
values, vocational interests, recreational
activities, money, sexual, in-laws, children,
roles, and physical health (p. 10).

Summary of Relationship Problems in

Early Marriage

In previous sections, ten references were selected to cover three categories: intrapersonal issues, interpersonal issues and external issues. Table VI is an assimilation of the major components of that research. The specific criteria used in the selection of these references was that it be current, reputable and address itself to the problem areas individuals encounter in early and pre-marriage relationships.

The three levels of Table VI used to categorize the studies are from research done by Fournier, Springer and Olson (1979). The most prominent content categories are on the left while the titles used in the actual research are found to the right. At the end of each research title are the actual number of times out of ten that the title was noted. A table of this nature allows one to visualize the most prevalent problem areas in relationship

TABLE VI
SUMMARY OF PROBLEM AREAS MENTIONED
IN TEN STUDIES

Derived Categories	Content Categories
	Specific Titles from Reviewed Studies**
<u>Intrapersonal Issues</u>	
Personality	personality (4); immature (1); unstable (1); jealous (2); dependency (2); intelligence (2); esteem (1)
Personal habits and health	daily routines (1); physical problem (2); habits (2); drinking (1); health (2); personal freedom (1); neatness (1); violence (1); energy level (2)
Incompatible backgrounds	religion (5); background differences (4); incompatible background (2)
Interests and values	social and political values (1); value differences (1); interests and values (3); social life (2); social activities (2); values (2); recreation (3); spare time (1)
Expectations	expectations (2)
Idealization	(Reviewed in Chapter I) conventionalization (1)
<u>Interpersonal Issues</u>	
Communication	decision-making (1); communication (6); relationship maintenance (1); affection (1)
Sex	sexual relationship (7); extramarital sex (2); sex (3); affection (2)
Commitment	couple identity (1); commitment (1)
Marital roles	household roles (2); internal role problems (1); external role problems (1); marital roles (5)
Arguments	power struggle (1); arguments (1); deal with anger (1); dominance (1); boredom (1); conflict resolution (2)
<u>External Issues</u>	
Relatives	partner's family (1); relatives (2); parents (1); family (2); in-laws (3)
Friends	friends (7); out with boys/girls (1)
Children	parenthood (2); family planning (1); no sense of family (1); children (4)
Money	handling money (4); money (3) saving (1); house (3)
Work	career plans (2); work pattern (1); time together (2); work (2); job (1); vacation (2)

*Fournier, 1979

**Rausch et al. (1975); Rappoport (1963); Kitson and Sussman (1977); Microys and Bader (1977); Hobart (1958); Hunt and Hunt (1977); Sager (1976); Mace (1972); Stahman and Hiebert (1977); Fournier, Springer and Olson (1978)

to one another. This Table was originally presented by Fournier, (1979), in research for the pre-marital counseling inventory PREPARE.

Pre-marital Assessment Techniques

Assessment Criteria to be Reviewed

INFORMED is not a unique tool for there are literally hundreds of assessment tools in existence that measure various dynamics of relationships. Straus and Brown (1977) have looked at numerous tools dealing with family assessment. Cromwell, Olson and Fournier (1976) have also compiled an extensive list of methods used to determine certain facets of marital and family attitudes and behavior.

INFORMED is primarily concerned with the individual's beliefs and attitudes about the marriage relationship. For this reason, only those assessment tools that are used with unmarried individuals will be reviewed. Fifteen techniques used for evaluating unmarried individuals have been reviewed in this section.

The instruments will be placed in three categories: clinical instruments, educational or experiential instruments, and applied research instruments. The PREPARE Inventory (Olson, Fournier and Druckman, 1982) will be discussed in all three of the above categories.

Clinical Instruments

Clinical instruments were developed as a means of helping

counselors to determine areas of improvement or strengths of clients to be used in therapy sessions. Instruments of this caliber include the California Marriage Readiness Evaluation (CMRE), the El Senoussi Multiphasic Marital Inventory (SMMI), the Otto Pre-marital Counseling Schedule (OPCS), the Pre-marital Counseling Inventory (PMCI), the Psychological Audit of Interpersonal Relations (PAIR), the Taylor-Johnson Temperament Analysis (T-JTA), and Premarital Personal And Relationship Evaluation (PREPARE). For convenience of space, initials will substitute the full titles of the instruments just noted.

Clinical Discussion Instruments. These instruments are used as a means of directing the counseling session. Through the channel of discussion, the counselor can maximize the time in therapy on the most pressing issues of clients. The OPCS is a good representation of this type of instrument. The items of the OPCS cover a wide range of pertinent topics, i.e. finances, religion, communication, children, in-laws, work, health, education, leisure, and sexuality, each being addressed through a number of specific items dispersed throughout the questionnaire. PREPARE also covers the areas listed above excluding health and education, but includes idealism, expectations, personality, roles, and conflict resolution. PREPARE is completed separately from one's partner, therefore allowing for a method of checks and balances. This methodology is helpful in bringing areas into focus that may otherwise have not been discussed until after marriage when couples already find themselves in the midst of the conflict. The OPCS, on the other hand, is filled

out conjointly which creates the possible problem of one person dominating the answering procedure.

Clinical Diagnostic Instruments. The clinical diagnostic instruments, unlike the clinical discussion instruments, are more concerned with obtaining data from specific areas of marital behavior. A wide range of items are used to cover the multiple facets of marriage. Social desirability plays an integral part in individuals' answers. For this reason, certain items are built into many of these instruments to ensure their validity. The methodology of these techniques can be completed either conjointly or individually. A number of methodological aspects of clinical diagnostic instruments will be discussed. These techniques include the CMRE, SMMI, PCMI, PAIR, PMI, and the T-JTA.

The content areas of these inventories were limited in their assessment of pre-marital issues excluding PMI, which covered 11 of the most pertinent areas.

The response format offered a very restricted means of recording answers. Most often, the responses were recorded as either Yes-No or True-False. The PMI offered a somewhat better format by allowing an area of uncertainty, i.e. "agree", "disagree", and "unsure". The PMCI was less standardized due to the "fill in the blank" method of recording. Two sections of the PMCI, dealing with specific roles and marital behaviors, utilized a coding format with a five point scale ranging from strongly agree to strongly disagree.

The scores computed in the instruments were diversified. Most

of the scores dealt with the individual rather than a couple response score. These scores also tended to deal with more cognitive rather than emotional issues.

The instruments themselves consisted of different numbers of items. The SMMI (360 items) and the PAIR (500 items) were excessively long for research purposes. The PMI with 143 items and T-JTA with 180 are not considered an optimum number with which to work; the CMRE with 119 items is a more concise instrument. The PMCI is also an instrument of reasonable length; however, it contains background items usually listed in other parts of the questionnaire.

An important consideration for a diagnostic tool is having available statistics. Statistics give a tool the validation needed to be used as a clinical instrument. Without proper determinations of validity and reliability, an instrument will have neither prudence nor authority. The CMRE, PMCI and PMI counselor manuals were void of statistical information. PAIR and T-JTA have some information on pilot studies done with pre-marital couples.

Idealization plays a major role in an individual's perceptions of how they would like a situation to be and what it is in actuality. PREPARE has a specific category built into the tool to assess idealization. The T-JTA remains the only other instrument in this review that even mentions idealization as an area of concern.

The methodology of these instruments is a self report format. SMMI, PAIR and T-JTA have an ascendancy toward interpersonal items. The CMRE, PMCI, PMI and PREPARE have a mixture of items addressing

both interpersonal as well as intrapersonal issues.

To summarize this section, one needs to note that the T-JTA has been the most widely used pre-marital assessment tool by virtue of its own merit. The PMI offers some hope in becoming a more reliable instrument as soon as statistical validation can be accomplished. PREPARE has been used nationwide in professional settings and offers characteristics of clarity, validation and reliability, accurate coverage of the most prevalent problems of pre and early marriage relationships and an ability to tap relationships as well as intrapersonal considerations.

Educational and/or Experiential Instruments

Educational instruments were developed to help individuals evaluate their own relationships. The Compatibility Test (CT), the Marriage Potential Test (MPT), and the Marriage Expectation Inventory (MEI) will be addressed specifically in this section.

The CT was intended for the general public and is available in a book by Whipple and Whittle (1976). The instrument consists of 208 items which attempt to determine if a couple is compatible. Answers are recorded as either yes, no, or undecided. Once an individual has replied, their answers are matched on a "correct answers" scale which is based on six specific factors. Statistical information is available in the counselor's manual.

The MEI exists in a seven page booklet published by Family Life Publications, Inc. The questionnaire is filled out individually and takes approximately two hours to complete. Couples are

then encouraged to discuss areas of incongruency or conflict. The categories assessed in the MEI are: money, sex, love, religion, children, and communication. An implied assumption for any instrument of this nature is that couples will have the ability to communicate effectively. Any problems in communication will greatly affect the utility of these assessment tools.

The MPT was developed by David and Vera Mace (1978) as a self assessment tool for couples. The tool has been used in various ways throughout the marriage encounter movement. Scores range from 0 to 100, but in reality are intended only to facilitate discussion of problem areas. Content areas tapped by the MP are: goals and values, commitment to growth, communication, conflict resolution, appreciation and affection, marital roles, cooperation and teamwork, sexual fulfillment, finances, and parent effectiveness. This instrument, like the MEI, is helpful in providing information for discussion. Successful resolution of problem areas, however, is dependent upon a couple's ability to process issues.

Applied Research Instruments

Applied research instruments are tools originally developed for research, but have also proven to be helpful as diagnostic tools in counseling. These instruments cover a wide area of categories pertinent to marriage, but due to their lack of use in the clinical setting, there is relatively little statistical information available. The Inventory of Pre-Marital Conflict (IPMC), the Interpersonal Relationship Attitude Scale (IRAS), the Marital

Preparedness Schedule (MPS) and the Pre-marital Communication Inventory (PCI) will all be reviewed in this section.

The IPMC and IRAS are thorough in their content coverage of pertinent pre-marital and marital items. The MPS and PCI tend to be restricted due to the limited number of items asked on their respective questionnaires. The PCI, however, is thorough in its coverage of communication issues within marriage.

The response formats are varied among the applied research instruments. The IRAS and MPS are answered on a format consisting of five responses. The PCI is a bit more restricted with its utilizations of a yes-no-sometimes response. The IPMC offers respondents the opportunity to answer the following questions to particular relationship problems: (1) decide whether the male or female is most responsible for a hypothetical problem; (2) decide on the best of two provided solutions; (3) decide how their partner will answer the same questions on problem responsibility and solution; (4) indicate whether the conflict situation is relevant to their relationship or to a relationship they know; and (5) decide whether the male or female should have the final say in deciding the problem. Individuals are asked to answer their questions separately, then come together to discuss and reach mutual decisions as to who is responsible for the problem and an acceptable solution. This type of format provides counselors with valuable information pertaining to a couple's relationship.

Scores are another inconsistency among applied research measures. The MPS only has one score for preparedness, while the

PCI is completely void of a scoring system appropriate for scaling. The IPMC and IRAS produce scores on both interpersonal and intrapersonal levels. The IPMC and IRAS have no self scoring procedures and therefore must rely on computer analysis. The MPS and PCI both can be scored by the respondents.

The physical length and administration procedures of these instruments were diversified. The IRAS, MPS and PCI were all considered to be uncomplicated to administer. The IPMC consists of a combination of individual and conjoint reporting as well as utilization of audio equipment, which may tend to discourage a clinician's use due to its extensiveness. The PCI and MPS were of insufficient length to provide for appropriate scale scoring in areas needed for research.

The IPMC and IRAS have sufficient statistical information available due to their initial revisions and utilization as assessment tools for pre-marital couples and college students taking marriage courses. As the result of self scoring procedures, the MPS and PCI do not have sufficient statistical data.

The IPMC is the only other instrument besides PREPARE that assesses idealization. IPMC takes scores from two areas, "perceived conflict" and "accuracy of predicting conflict", in order to make a determination of an individual's idealization. The IRAS, MPS and PCI have no determinants for idealization.

Methodology of instruments in this section tend to be more sophisticated than those in the clinical section. The IPMC, IRAS and PCI use the self report assessment as it takes into consideration

both the individual and his/her relationship. The IPMC is unique in that it is the only instrument combining behavioral assessment as well as self report.

INFORMED: The Inventory for
Marriage Education

Rationale for INFORMED

INFORMED is a diagnostic tool that was developed to meet a pressing need in today's society. Divorce statistics indicate that incompatibility and disillusion are common for couples early in marriage. Fournier (1980) developed the INFORMED instrument as a means of addressing common problems and barriers that influence marriage stability. The forerunner of INFORMED was a diagnostic tool for couples entitled PREPARE (Olson, Fournier and Druckman, 1976). Since PREPARE was designed for engaged couples, a major gap existed relative to the need to educate and prepare the single non-engaged person in major components of the marriage relationship. If individuals could be made aware of their own personal attitudes and beliefs prior to engagement, then it may be possible to correct destructive patterns before they become established.

An objective assessment device able to provide empirical data was, as yet, not sophisticated enough to address the specific concerns of single persons not in a relationship. With the development of INFORMED, researchers, educators and counselors have access to a tool capable of providing this information. Specific populations that could benefit from INFORMED include high school

and college marriage classes, community service agencies and church workshops.

Desirable Characteristics of an Inventory
for Marriage Education

An effective diagnostic instrument for educational research and counseling purposes must meet several criteria. First, one must consider the length of the instrument such that it is complete, but not tiring. It should be worded in clear and understandable terminology for the layman. Completion time should be from 30-45 minutes, with the inventory consisting of a maximum of 150 items.

A second consideration is to ensure that items are relevant to what one is assessing. The items themselves should be clear and void of technical verbage. Adequate coverage of marriage education should parallel those areas mentioned in Table VI.

Thirdly, an instrument should provide statistical information to be used for research and education. Statistical information is used in making clinical and counseling decisions therefore requiring both reliability and validity of results.

A fourth consideration is to provide a response format that covers the extremes of a person's answers. The inclusion of an "undecided" response should not be used so as to ensure a response in one direction or the other. Table VIII (p. 45) shows the response format used for INFORMED: (1) strongly agree, (2) agree, (3) agree more than disagree, (4) disagree more than agree, (5) disagree, and

(6) strongly disagree. A simplified yes-no format fails to record the full essence of human thought processes.

Finally, the instrument should attain its goal of assessing the personal beliefs and attitudes of individuals. Items must, therefore, be worded to tap those personalized responses.

Conceptual Description of INFORMED Categories

The INFORMED Inventory was developed to provide marriage educators with an objective assessment tool capable of determining single individuals' attitudes toward a variety of topics concerning marriage. Once individuals take INFORMED, they will be provided with specific information about areas where attitudes are sufficiently different from peers and/or experts in family studies to warrant further attention. An educator will be able to assess a group of individuals and make adjustments in course content that will be directed solely to the needs of that group. More specifically, individuals will be better able to clearly assess their personal readiness for marriage.

INFORMED results are designed to provide educators and researchers with a means of comparing respondents' scores to one another. The diagnostic information will be used to:

1. determine persons' areas of similarity and differences in attitudes on 12 categories found to be most pertinent to the marriage relationship
2. provide variables that will test for idealistic distortion
3. note the respondents' items that are incongruent with established research

INFORMED is a 152 item diagnostic tool divided into 12 larger categories. The content categories consist of individual items designed to cover a wide range of marital concerns. Table VII lists the most common marital problems and the INFORMED category that addresses them most appropriately.

The items in INFORMED categories are dispersed throughout the instrument to safeguard against any possible invalidation due to arrangement. The random placement of each item is to assure item independence so that respondents can answer each question as a separate entity. Appendix A lists each item by category along with its location in the instrument. Each content category is designed to address the most common problems of marital adjustment. The following sections will briefly describe the categories and their particular focus.

Personality. This section makes reference to one's personal traits, i.e. mood, cleanliness, introvert-extrovert, affect, cooperativeness, attitude, habits. The goal is to provide items capable of tapping personal issues centered around a person's modes of thinking and acting.

Expectations. This category should reflect an individual's expectations about love, marriage and relationship issues. Through the application of these items, educators should be able to determine if an individual is romanticizing or has maintained some relevant realistic expectations of marriage. Low scores in this section represent an impractical view of marriage, whereas

TABLE VII
INFORMED CONTENT CATEGORIES COMPARED
TO PRIMARY AREAS OF
MARITAL PROBLEMS*

Identified Problem Areas	INFORMED Categories
<u>Intrapersonal Issues</u>	
Personality	I. Personality
Personal habits and health	
Incompatible backgrounds	
Interests and values	VII. Leisure
Expectations	II. Expectations
Idealization	XII. Idealism
<u>Interpersonal Issues</u>	
Communication	IV. Communication
Sex	VIII. Sexuality
Commitment	
Marital Roles	III. Roles
Arguments	V. Conflict Resolution
<u>External Issues</u>	
Relatives	X. Family and Friends
Friends	
Children	IX. Children
Money and work	VI. Finances
	XI. Religion

*Fournier, 1979

high scores reflect a more veritable view.

Role Relationships. This category's objective is to ascertain an individual's view of the assorted roles in marriage. Parental roles, work roles, domestic roles are all integral to marriage and clarification of these roles can aid the individual preparing for marriage. Built into this section are items which will assess a person's tendency toward either equalitarian or traditional roles. Low scores reflect a traditional view while high scores reflect a more equalitarian view.

Communication. This category assesses a person's ability to listen, be sensitive and committed to communicate. This category will also ascertain the respondent's ability to express emotions, thoughts and actions clearly. High scores indicate a person's ability to communicate and maintain a relationship.

Conflict Resolution. This category assesses individuals' skills and attitudes about resolving conflicts. Items are centered around a person's recognition and strategy for dealing with alterations. High scores indicate the respondent's realization that problems will occur and that they will be dealt with appropriately.

Finances. This category deals with financial management, criteria used in making major purchases, handling of bills or checkbook and financial goals. High scores indicate a person's ability to satisfactorily manage finances.

Leisure. This category ascertains an individual's preferences for leisure time activities, i.e. spending time with partner, alone or a combination of separate and joint activities. High scores reflect an ability to be flexible and negotiate the use of leisure time.

Sexual Relationship. This category discerns an individual's attitude about the sexual relationship and expression of affection. Items reflect one's comfortableness in showing affection, views on birth control, ability to discuss one's sexuality and attitudes toward coitus. High scores indicate a positive view of sexuality and ability to express that in one's marriage.

Children and Marriage. This category endeavors to discover an individual's attitudes around children and the child-rearing process. Items center on the roles of parents in the children's upbringing, the influence of children on marriage and motivations for having children. High scores reflect an individual's conception of the realities of parenthood and rationale for having children.

Family and Friends. This category assesses individuals' views and attitudes toward in-laws, family and friends. Items determine one's perceptions of family and friends and their influence on the marriage relationship. High scores indicate an ability to maintain satisfactory relationships with family and friends.

Religion. This category determines the importance that one places on religion personally and within marriage. Items center around one's beliefs, religious attitudes, involvement in church activities and position of importance to one's marriage. Low scores indicate a less traditional involvement in religious practices.

Idealism. This category helps discover the extent that individuals present themselves or their relationship in an unrealistic manner. Items are dispersed throughout the Inventory and tend to ascertain to what extent an individual exaggerates his or her positive qualities as an attempt to present themselves as socially desirable. High scores reflect an excessive amount of idealism.

INFORMED items were developed and worded so as to distinguish the degree to which an individual can respond specifically to feelings, attitudes, beliefs, opinions and concerns surrounding the major content areas an individual will be dealing with in reference to themselves and marriage.

Summary of Review

A review of literature was done on those studies that identified the most typical problems encountered in pre and early marriage. These targeted areas have been assimilated, along with their studies, on Table VI. Fifteen pre-marital assessment tools were reviewed along with their strengths and weaknesses. With the accumulation of this information, one will be more apt to see the particular need for

an assessment device which will meet the criteria of the single person in his or her quest to prepare for marriage.

CHAPTER III

METHODOLOGY

Type of Research

INFORMED is an assessment of the individual. With several sub-samples being tested, one may be able to make certain generalizations to the general population based on those persons already assessed.

Survey research in the social scientific sense is a development of the twentieth century. It is explanatory or analytic in nature. In this type of survey research, inferences can be drawn from samples to the whole population regarding the prevalence, distributions and interrelations of economic, sociological and psychological variables. Survey research is probably most commonly used to obtain the opinions and attitudes of individuals and to study social structures (Kerlinger, 1964, p. 217).

Survey research, in the past, has not been considered a very effective method of research. The reputation of the survey method was acquired primarily through the hasty development of the questionnaire. Through careful consideration of each item, one is able to formulate an effective device to ascertain beliefs and attitudes around marriage. Survey research is much more effective when instruments have established reliability and validity.

The goal of this project is to establish validation for an Inventory designed to tap those areas of beliefs and concerns that will give educators and researchers helpful information in

facilitating healthy relationship patterns in individuals.

Subject Selection

This research project used a purposive sampling procedure. The writer recognizes the limitations in taking a non-probability sample and generalizing to the total population. The purpose of this study, however, was to identify the pattern of relationships between attitudinal and belief responses to a self report questionnaire dealing with marital dynamics. Each particular group or individual may have different attitudes toward marriage based on personal experiences, geographic regions, socio-economic status, culture, etc. The objective of INFORMED is to provide feedback to its respondents which may prove beneficial in learning about marriage. Due to the diagnostic nature of INFORMED, findings will be documented which will be specific to those particular samples. Similar populations, however, with similar characteristics, are likely to show close approximations in results to the samples used in this study.

The sample needed for this project were single persons, 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 those groups. In the fall of 1980, a sample was taken from a dormitory at Oklahoma State University (OSU) utilizing a process of random distribution to the rooms. The goal for the dormitory sample was to obtain responses from a diverse population of students not limited to academic major. The

dormitory used in this study was co-educational, with age ranges from 18-20 years, representing a cross section of the University.

The second sample used in this study was a college marriage class at OSU in the spring of 1982. The marriage class was open to all majors, but heavily weighted with females from Home Economics related majors. The objective in using this sample was to assess a specific population as opposed to a more diverse one.

The third sample assessed by the INFORMED Inventory was two high school family living classes. In the fall of 1981, students from public and private high schools in the metropolitan areas of Tulsa and Oklahoma City, Oklahoma, participated in this study. The rationale for this sample, as well as the others, is to assess respondents who are most likely to use the Inventory. The combination of all three groups consisted of 512 individuals, 306 in college and 206 in high school; males totaled 170 and females totaled 342.

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 personal history of the individual, i.e. age, family size, major interest, education, parental and personal income, religiosity, ethnicity, previous marriage education, dating history, parental marriage status and a ranking of the ten most common marital problems. The INFORMED Inventory consists of 152 items that address a wide

range of marital problems from 12 content categories: idealism, expectations, personality, roles, communication, conflict resolution, finances, leisure, children, family and friends, religion, and sexuality.

INFORMED items were written in order to personally tap a respondent's beliefs, attitudes, opinions and feelings about marriage relationships. In an effort to determine how strongly an individual feels about a particular item, and in ascertaining idealism, a question may be worded in extreme directions using words such as "always" and "never".

The response format was developed in order to obtain an adequate range of responses. The format consists of six multiple choices ranging from strongly agree to strongly disagree. Each of the 152 items are answered using the format in Table VIII. There is no "undecided" answer for the respondent therefore requiring him or her to make a choice in one direction or the other.

TABLE VIII
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 found in the Inventory. Each content category consists of 12-17 items. Table IX 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.

Data Collection Procedures

Respondents were instructed to complete the Background Form and the INFORMED Inventory. The average completion time for INFORMED is 30-45 minutes, although no time limit is given. Individuals are assigned numbers, rather than names, and they are assured their individual answers will be held in confidence. Persons filling out the Inventory are told the nature of this study, that there are no right or wrong answers, and that the results will be used to establish validity and reliability in INFORMED.

After completion of the forms, respondents are asked to carefully check all items on their item booklet. This is standard procedure since all information on the Background Form and Inventory are important. Identification number and date of completion are essential in order to get feedback to individuals. A copy of the form used for feedback can be found in Appendix C.

Statistical Procedures

Diagnostic assessment instruments require that a normative structure be completed on each of its scales for those sub-populations

TABLE IX
INFORMED CONTENT TITLES AND ITEM
NUMBERS IN EACH CATEGORY

Category #	Category Name	# 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, B11, E5, C1, E18, C13, D4, D17, F7, F21, G9, F8, F9
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
	TOTAL ITEMS	152	

most likely to be using the tool. All major scores require the inclusion of a normative structure and should include pertinent documentation of those persons who are expected to score high or low in addition to the reasoning for such scores.

Mean raw scores for all twelve INFORMED categories will be calculated for seven different sub-populations of unmarried persons:

1. Sex (male, female)
2. Current educational status (college and high school)
3. Residence (farm, non-farm rural, small town, large town, small city and large city)
4. Parents' income (under \$7,000, \$7,000-9,999, \$10,000-14,999, \$15,000-19,999, \$20,000- 24,999, \$25,000-29,000)
5. Dating history (0-2 persons, 3-5 persons, 6-10 persons, 11-20 persons, over 20 persons)
6. Plans for marriage (yes, no)
7. Parents ever divorced (yes, no)

The mean scores for each INFORMED category will be assessed to ascertain the main similarities and differences existing between the seven previously stated sub-populations. An analysis of variance will be completed on each scale through the use of the BREAKDOWN program in the SPSS statistical package. The purpose of a BREAKDOWN is to compare the means of the various sub-populations and compute the F-Ratio of differences between those means. F-Ratios are calculated by the total within-group homogeneity as determined by variance and weighted according to the number of cases in each group. An F-Ratio of statistical significance will reveal important differences between the identified populations.

For instance, will persons whose parents are divorced answer items differently from those persons whose parents are still married? Are individuals from higher income levels influenced in such a way as to respond to the questionnaire in a manner different than middle or lower income persons? F-Ratios will provide information about differences between populations so as to answer these questions. Table X (p. 56) is the table of normative structures and summarizes the raw scores of the sub-populations. This Table also gives the F-Ratio and identifies the level of significance for each value.

Establishing Reliability

Establishing reliability for scales makes it necessary to identify reliability coefficients on each scale. Reliability, for this study, denotes an ability of an assessment procedure to gain consistent, reputable and precise measurements of a particular characteristic. The reliability objective is to reduce the amount of measurement error and establish an accurate score for the particular variable being measured. A diagnostic tool having any merit should be used by other researchers who in turn can find results that are consistent and reliable. The theory behind reliability testing is to have a scale capable of testing items of a similar nature which measure an identified characteristic. Item interrelatedness, therefore, is an important consideration to reliability measurement.

Internal Consistency Reliability

Nunnally (1967) found that the major source of measurement error in multi-item scales was in the inability of items to sufficiently draw upon the particular specified content. The most elementary test for reliability, therefore, is in the capability of items to maintain a standard nucleus of covariance around an identified content area. The scale reliability used most often for "internal consistency" is coefficient alpha. Nunnally states that coefficient alpha

. . . represents the expected correlation of one test with an alternate form containing the same number of items. The square root of coefficient alpha is the estimated correlation of a test with errorless true scores. It is so pregnant with meaning that it should be routinely applied to all new tests (p. 196).

Cronbach (1951) noted that alpha was considered the most accurate determinate of internal consistency as a result of its dependence on the sameness of within-item correlation and covariance. Alpha will be used to calculate the total number of items within each subscale. In addition, the highest possible alpha will be determined for the best combination of items within any of the given scales. Items having low reliability will be removed giving rise to a more accurate reliability.

Split half is another method used in measuring the internal consistency of a scale. Combining two assessment devices for the same variable theoretically is more conducive to higher reliability. Alternate or parallel form reliability utilizes two measurements to test items of similar content. Alternate form reliability is

referred to as a minimum likelihood estimate meaning that a reliability could be higher but would seldom be lower than the alternate form coefficient. Split half reliability is used in estimating parallel form reliability when it becomes difficult to use two measurement tools. Split half reliability is a process of splitting a scale in half and then comparing the two scores. If there is internal consistency within the diagnostic tool there should, therefore, be similar scores on both halves. Split half reliability is considered to be a maximum likelihood estimate meaning that the actual reliability is probably lower. There will be two reliability coefficients reported for each sub-scale in INFORMED. The first will be the overall scale alpha reliability, and the second will be the split half coefficient for the best combination of items as defined by alpha reliability runs.

Item characteristics are essential to the internal consistency of an instrument and, therefore, its reliability. Determining which items raise or lower overall scale reliability can be done by calculating alpha reliability by deleting items one at a time. This method is effective in differentiating items that are more powerful than others.

Statistics for Establishing Scale Validity

Validity refers to the ability to sufficiently measure the particular characteristic that a test is trying to measure. It is difficult to determine validity since it can only be reached indirectly. As a result, it becomes extremely important to gather

information that substantiates the validity of a particular score. Validity assumes, prior to the actual testing, that certain hypothetical relationships exist even before they have been tested. Operating from this premise, one is able to eliminate those relationships which may occur from pure chance. The following sections will address operations used in determining validity.

Content Validity

Content or face validity deals with the assessment of whether or not a test measures what it says it will measure. It is the least scientific of all the other validity procedures, but is also considered to be a minimal requirement. Minimal levels of content validity are determined by two methods. First, an inquiry was made into the most pertinent literature that addressed diagnostic tools and relationship issues. INFORMED's questions were then gleaned from information presented in Chapter II. Second, the items used in INFORMED were evaluated by persons in the field of marriage education.

Construct Validity

Since validity can only be measured indirectly, construct validity utilizes a scientific method to verify a hypothetical construct's efficiency in elucidating the common variance shared by variables chosen to operationalize constructs. The existence of a construct is supported if it can accurately predict how similar variables interrelate. If a construct cannot explain the variance,

then, similar constructs may need to be developed or procedures designed to assess that construct.

Unrotated Intra Scale Factor Analysis

The ability for one construct to elucidate most of the variance in the items which comprise that scale is considered to be essential in the testing of a scale for construct validity. The essential tests for construct validity are item commonality, the loadings of each item on the initial unrotated factor in principal components factor analysis and the first factor eigenvalues and percent of explained variance. Finding the single linear combination of items that elucidates most of the shared variance is the objective of principal components factor analysis. The ability of items to sufficiently cluster around the first unrotated variable is, therefore, an indication of their capabilities to begin explaining the single construct.

Research Questions to be Answered

As a result of this project, several questions have been formulated to assess the quality of INFORMED as a diagnostic research tool. These research questions are:

1. To what degree does the population sampled represent a diversity of unmarried individuals?
2. To what degree are normative scores on INFORMED scales based on sub-population characteristics such as education and place of residence?
3. To what degree do INFORMED scales demonstrate acceptable levels of reliability?

4. To what degree do specific items make a positive contribution to the reliability of each scale?
5. To what degree does the unrotated principal components factor analysis on each scale support the one factor hypothesis?

These questions will each be addressed throughout the remainder of this study.

CHAPTER IV

FINDINGS

Population Characteristics

The population that participated in this project were primarily single persons in either high school or college. An attempt was made to gain a diversified sample of persons from different geographical areas and of different age and educational backgrounds. In the fall of 1980, a random sample was taken from a dormitory at Oklahoma State University. The dormitory used in this study was co-educational with participants' ages ranging from 18-20 years of age. A second sample consisted of OSU marriage classes in the spring of 1982. The classes were open to all majors but were heavily weighted with females from Home Economics majors. The third sample consisted of two high school family living classes in the fall of 1981. The high schools were selected from two metropolitan areas, Tulsa and Oklahoma City, Oklahoma, and represented both public and private institutions. The combined population of all participants was 512, 306 in college and 206 in high school. Males totaled 170 and females totaled 342.

Background information collected on this population was recorded on a standardized Background Information Form. Seven of the most pertinent categories are found in Table X. In addition

TABLE X
 SELECTED POPULATION CHARACTERISTICS
 COMPREHENSIVE INFORMED SAMPLE
 (N=512)

Characteristic	Number
<u>Sex</u>	
Male	170
Female	342
<u>Residence</u>	
Farm	37
Non-farm rural residence	20
Small town (less than 2,500)	27
Large town (2,500-24,999)	69
Small city (25,000-100,000)	81
Large city (more than 100,000)	273
<u>Parents' income</u>	
Less than \$7,000	44
\$7,000-9,999	44
\$10,000-14,999	60
\$15,000-19,999	63
\$20,000-24,999	68
\$25,000-29,000	223
<u>Current Educational Status</u>	
College	306
High school	206
<u>Parents Ever Divorced</u>	
Yes	80
No	394
<u>Dating History</u>	
0-2 persons	46
3-5 persons	87
6-10 persons	129
11-20 persons	100
Over 20 persons	85
<u>Current Plans for Marriage</u>	
Yes	128
No	375

to these seven, questions were also asked regarding number of siblings, major, religiosity and current living situation.

The residential background question lists six types of population descriptions including a category for other (n=2). The largest category was "large city" with 273 participants. The next largest category was "small city" with 81 participants. Remaining participants listed their residence under farm, non-farm rural, small town and large town. Most of the participants lived in a larger city; however, in reviewing levels of significant differences, it was found that INFORMED was able to elicit information from persons living in a variety of settings without the necessitation of another diagnostic tool.

Out of 512 persons taking INFORMED, 223 came from families whose parents made from \$25,000-29,000. The next largest proportion was from the \$20,000-24,999 range with 68 persons. The low end of the continuum was under \$7,000 with 44 persons giving that response.

One category was designed to assess dating history. The smallest category, dating 2 or less persons, had only 46 respondents; 3-5 persons (n=87) 6-10 persons; (n=129); 11-20 persons (n=100); and dating over 20 persons (n=85). It should be noted that this section only assesses the number of different dates an individual has had and not the degree of relationship. One-hundred and twenty-eight participants, however, indicated that they had plans for marriage, while 374 did not.

The number of participants whose parents had been divorced

numbered 80. One intention of this project is to assess any effects that parental divorce may have on individual responses. In reviewing differences, however, only one category was found to be significant, i.e. family and friends with an F-Ratio of 3.9 ($p > .05$). It would seem that persons at the high school and college age level were able to deal with their parents' divorce in such a way as to minimize its affect on their attitudes and beliefs concerning marriage.

Normative Scores for Important Subpopulations

The F-Ratios for each category are based on the overall intra-group homogeneity as was measured by the variance and influenced by the number of cases for each group. An F-Ratio that is significant will identify important differences between the populations.

A total of 512 individuals participated in this study, 170 males and 342 females. The most significant differences between males and females were in the areas of personality, conflict resolution, family and friends, and sex. In each case, females scored slightly higher than males, therefore, indicating a more realistic appraisal of those categories in terms of the role they play in a marriage relationship.

Statistics compiled regarding current educational status revealed that persons in high school scored higher ($\bar{x}=39.9$) on idealism than did college persons ($\bar{x}=36.9$). The expectation category statistics showed a reversal with college persons being more realistic ($\bar{x}=48.8$).

TABLE XI

NORMATIVE STRUCTURE OF INFORMED CATEGORY SCORES
FOR IMPORTANT PREMARITAL SUB-POPULATIONS

Subpopulation Description		Mean Scores for INFORMED Categories											
		ID	PR	EX	RE	CR	RO	CO	FI	FF	CH	LE	SE
<u>Total Population</u>	(n=512)	37.7	59.4	47.6	47.4	47.5	51.4	46.9	53.9	45.9	50.1	45.3	67.1
<u>Sex</u>													
Males	(n=170)	38.2	56.2	46.9	45.7	46.4	50.0	46.5	53.0	45.0	49.0	44.3	65.6
Females	(n=342)	37.4	61.0	47.9	48.2	48.0	52.1	47.0	54.3	46.4	50.6	45.8	67.9
F-Ratio		1.2	42.4	2.9	6.0	12.7	6.6	.6	5.6	12.2	6.5	6.5	8.7
		ns	***	ns	*	***	*	ns	*	***	*	*	**
<u>Current Educational Status</u>													
College	(n=306)	36.9	60.6	48.8	47.7	48.2	50.5	48.1	54.2	46.1	51.2	46.0	68.3
High School	(n=206)	38.9	57.7	45.8	46.9	46.4	52.7	44.9	53.4	45.6	48.5	44.2	65.4
F-Ratio		9.4	16.0	27.4	.7	17.3	7.9	31.6	2.3	2.1	20.2	10.9	15.2
		**	***	***	ns	***	**	***	ns	ns	***	**	***
<u>Residence</u>													
Farm	(n=37)	38.0	60.4	47.9	49.8	48.6	46.1	48.0	51.7	46.1	50.4	44.1	69.0
Non-farm rural	(n=20)	37.0	60.4	48.7	47.9	48.1	51.2	47.0	54.9	44.8	49.8	45.0	65.9
Small town	(n=27)	37.4	59.6	47.6	49.8	47.9	51.4	47.7	53.6	47.1	50.7	44.6	67.4
Large town	(n=69)	35.6	62.1	49.4	47.1	48.6	52.3	48.4	55.0	46.3	51.6	46.7	69.9
Small city	(n=81)	37.5	60.0	48.4	49.2	47.3	50.5	47.4	54.0	46.3	51.9	46.3	68.4
Large city	(n=273)	38.4	58.3	46.7	46.5	47.0	52.1	46.1	53.7	45.6	49.1	44.9	65.9
Other	(n=2)	41.5	62.0	49.5	32.0	41.5	57.5	46.0	56.5	41.0	55.0	47.5	62.5
F-Ratio		1.5	2.5	2.1	2.0	1.9	3.1	1.7	1.7	1.5	3.0	1.5	3.1
		ns	*	*	ns	ns	**	ns	ns	ns	**	ns	**
ns=not significant		ID=Idealism; PR=Personality; EX=Expectations; RE=Religion; CR=Conflict											
*=p<.05		Resolution; RO=Roles; CO=Communication; FI=Finances; FF=Family and											
**=p<.01>.05		Friends; CH=Children; LE=Leisure; and SE=Sexuality.											
***=p<.001>.01													

TABLE XI (Continued)

Subpopulation Description		Mean Scores for INFORMED Categories											
		ID	PR	EX	RE	CR	RO	CO	FI	FF	CH	LE	SE
<u>Parents' Income</u>													
Under \$7,000	(n=44)	38.9	56.9	47.3	47.2	47.0	49.4	46.4	52.9	44.8	49.4	44.0	67.2
\$7,000-9,999	(n=44)	34.4	61.8	50.3	43.6	48.3	53.9	49.6	55.7	46.8	51.9	46.5	70.2
\$10,000-14,999	(n=60)	36.5	58.5	46.9	50.0	47.2	49.8	46.9	54.0	45.4	49.7	45.7	65.9
\$15,000-19,999	(n=63)	36.6	60.5	49.3	48.3	48.3	51.0	48.9	54.7	45.8	50.8	46.0	69.0
\$20,000-24,999	(n=68)	38.0	60.7	47.3	47.7	47.4	53.1	47.0	54.0	46.3	50.9	45.0	66.9
\$25,000-29,000	(n=223)	38.8	59.0	46.9	47.4	47.3	51.4	45.7	53.4	45.9	49.6	45.2	66.3
F-Ratio		3.8	2.6	3.1	1.9	.8	2.2	4.3	2.0	1.2	1.3	1.0	2.7
		**	*	**	ns	ns	ns	***	ns	ns	ns	ns	*
<u>Dating History</u>													
0-2 persons	(n=46)	36.7	58.7	47.4	49.3	47.4	50.2	46.8	52.7	45.8	50.9	45.6	66.7
3-5 persons	(n=87)	38.4	57.8	46.5	47.0	46.9	51.5	46.4	54.6	45.5	49.1	44.6	66.9
6-10 persons	(n=129)	38.4	59.4	47.0	46.0	47.4	52.2	46.7	53.6	45.8	50.1	45.0	67.0
11-20 persons	(n=100)	37.1	60.2	47.6	49.4	47.3	51.0	46.9	53.5	46.2	50.1	45.3	67.9
Over 20 persons	(n=85)	37.8	60.3	48.9	46.6	48.2	50.5	47.0	54.2	46.6	50.3	46.0	66.4
F-Ratio		.8	1.5	1.6	1.9	.8	.8	.1	1.2	.9	.7	.7	.5
		ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
<u>Plans for Marriage</u>													
Yes	(n=128)	39.9	58.8	46.5	49.3	47.3	49.3	46.5	53.4	45.8	49.1	44.1	67.0
No	(n=375)	37.1	59.4	47.7	46.9	47.4	52.1	46.8	53.4	45.8	50.2	45.5	66.9
F-Ratio		15.3	.6	3.4	4.8	.0	10.2	.3	1.1	.0	2.5	5.4	.0
		***	ns	ns	*	ns	**	ns	ns	ns	ns	*	ns
<u>Parents Ever Divorced</u>													
Yes	(n=80)	37.6	59.3	47.4	47.9	47.4	51.1	47.0	53.8	45.8	49.8	45.3	66.9
No	(n=394)	37.9	60.1	48.4	45.6	47.8	52.6	46.6	54.0	46.8	51.3	45.6	68.2
F-Ratio		.1	.7	1.4	3.1	.4	2.0	.3	.1	3.9	3.2	.2	1.7
		ns	ns	ns	ns	ns	ns	ns	ns	*	ns	ns	ns
ns=not significant		ID=Idealism; PR=Personality; EX=Expectations; RE=Religion; CR=Conflict											
*=p<.05		Resolution; RO=Roles; CO=Communication; FI=Finances; FF=Family and											
**=p<.01>.05		Friends; CH=Children; LE=Leisure; and SE=Sexuality											
***=p<.001>.01													

These findings suggest that persons in college have a more mature view of marriage than high school persons. This may also be relevant when compared with statistical evidence showing approximately 80% of teenage marriages end in divorce. Other areas where significant differences were noted are in the categories of personality, conflict resolution, roles, communication, children, leisure, and sex. The category with the greatest significant difference was communication with a F-Ratio of 31.6 with college persons scoring higher than high school persons. Many of the above mentioned differences, however, may not be the result of educational status, rather the amount of life experience.

Differences were noted in five of the twelve categories in reference to residential setting. These categories were personality, expectations, roles, children, and sex. Since seven categories did not reveal differences, it may be suggested that elements of consistency in INFORMED are not necessarily confined to a specific population.

Several important factors were noted upon assessing differences in parents' income. In the area of idealism and expectations, F-Ratios were 3.8 and 3.1, respectively. The category with the highest F-Ratio was communication with 4.3. Differences ranged from means of income of \$7,000-9,999 and \$25,000-29,999, respectively.

In conclusion, it seems as if the sub-populations with the greatest discrepancies, i.e. male/female and high school/college, are results of the degree of experience that individuals have in relationships. Residence, dating history, plans for marriage and

whether or not respondents' parents were ever divorced are factors that provide information that affects the homogeneity of those populations but are minimal. Women were found to be more realistic and have a better grasp of the marital categories than did men.

Factor Analysis on INFORMED Categories

The ability of particular INFORMED categories to measure the same construct will be determined as follows. A one factor solution on the unrotated first principal components factor analysis will be used to test each scale for goodness of fit. Measurement theory suggests that principal components factor analysis will create the one factor that assimilates item variances so as to obtain the greatest measure of overall variance. If INFORMED scales tap one construct, the first factor should prove to be more important than any following factors. The eigenvalues and percent of variance will be used to determine the one factor solution. Items will also be investigated to ascertain if the highest factor loading is on the first factor or one of the remaining factors. The one factor solution hypothesizes that the highest factor loading will occur on the first unrotated factor.

The first column of the factor analysis table (Table XII) gives information on the one factor hypothesis. Categories most reliable on alpha reliabilities were also found to correlate with the one factor solution. Sexuality, Idealism, Personality, Roles, Leisure, Religion, and Children all have eigenvalues on the first

TABLE XII
FACTOR ANALYSIS OF INFORMED CATEGORIES

INFORMED CATEGORIES	Unrotated Principal Components Factor Analysis							
	Variance Explained by Factor						Items Loading on First Two Unrotated Factors	
	Factor 1		Factor 2		Factor 3		Factor 1	Factor 2
	Eigen.*	%Var.**	Eigen.	%Var.	Eigen.	%Var.		
Expectations	2.5	21	1.4	12	1.3	11	8	2
Sexuality	3.5	21	1.4	8	1.2	7	13	0
Idealism	3.4	28	1.6	13	1.2	10	9	3
Personality	3.9	28	1.4	10	1.2	8	11	2
Roles	4.3	36	1.4	12	1.0	9	9	2
Communication	2.8	21	1.6	12	1.3	10	9	3
Conflict Resolution	2.0	17	1.3	11	1.1	9	6	3
Finances	1.9	15	1.6	12	1.4	11	4	3
Leisure	3.0	27	1.3	12	1.0	9	9	2
Religion	5.5	46	1.1	9	0.9	8	12	0
Children	2.8	23	1.4	12	1.1	9	8	2
Family And Friends	1.9	16	1.4	12	1.3	11	5	2

*Eigen is the Eigenvalue associated with each Factor.

**%Var. is the Percent of total variance explained by each Factor

factor that are at least twice as great as those on the second factor. Expectations and Communication were nearly twice as great on the first factor than on the second. A greater ratio between the first factor and second factor will help develop a case for a one factor solution. The three smallest ratios were Finances, Conflict Resolution, and Family and Friends, which supports the argument for the second factor being nearly as strong as the first.

In reviewing the number of items loaded on the first and second factors, it was evident that close approximations existed with the alpha reliability analysis. The weaker categories had fewer items loaded on the first factor while the stronger categories had more. When averaging the twelve categories, ten items loaded on the first category indicating that INFORMED scales generally measure the construct it is tapping.

Reliability

Reliability refers to the ability of a scale to consistently obtain repeatable accurate measurements of a particular construct. Coefficient alpha ascertains the internal consistency of each item. The total scale alpha is listed on the left half of the reliability summary (Table XIII) while the alpha for the best combination is listed on the right. All but three categories reached the minimal requirement of alpha for research generally set at .50. Those lower include conflict resolution (.49), finances (.40), and family and friends (.07). After systematically going through each combination

TABLE XIII
INFORMED RELIABILITY SUMMARY

CATEGORY TITLE	Total Scale				Best Combination**			
	# of Items	Alpha	Split Half	Guttman Lambda*	# of Items	Alpha	Split Half	Guttman Lambda
Idealism	12	.77	.70	L6 = .78	12	.77	.70	L6 = .78
Expectations	12	.64	.65	L6 = .65	11	.65	.62	L2 = .66
Personality	14	.74	.74	L6 = .76	10	.80	.80	L2 = .81
Leisure	11	.67	.67	L2 = .69	8	.73	.74	L4 = .74
Roles	12	.83	.85	L6 = .85	8	.86	.88	L4 = .88
Communication	12	.65	.65	L6 = .66	8	.66	.66	L2 = .67
Conflict Resolution	12	.49	.33	L2 = .38	10	.55	.55	L2 = .55
Finances	13	.40	.44	L6 = .45	7	.50	.49	L2 = .53
Children	12	.67	.51	L6 = .68	9	.68	.66	L2 = .69
Family and Friends	12	.07	.05	L2 = .17	7	.35	.21	L2 = .38
Religion	12	.88	.86	L2 = .89	11	.90	.89	L2 = .90
Sexual	17	.70	.65	L6 = .72	14	.76	.67	L2 = .76

*Guttman procedures are minimum likelihood estimates of reliability. Using SPSS Reliability Procedures, the highest of the 6 Guttman Lambdas was selected.

**Items were eliminated from the original scale until the combination with the highest reliability was determined.

of items, the best combination for alpha reliability was determined (Table XIV). These have been listed along with the deletion of the particular item and its alpha. The best combination for the three lowest categories were conflict resolution, 10 items at .55; finances, 7 items at .50; and family and friends, 7 items at .35. All of the categories were able to reach or exceed the minimal requirements for research, excluding family and friends. It is assumed that the age and status of the population taking INFORMED were unable to answer questions regarding family and friends due to a lack of experiential knowledge.

The split half method is another coefficient used in assessing the internal consistency of a scale. Split half reliability is found by dividing a scale into two equivalent halves and correlating the two totals. If the scale is internally consistent, the two halves should be relatively equal. The split half coefficient is a maximum likelihood estimate meaning that the reliability scores are usually lower. As with alpha, split half is shown with both total scale and best combination measurements (Table XIII, P. 65). The categories not meeting minimal requirements for research were, again, conflict resolution (.33), finances (.44), and family and friends (.05). The best combination runs were able to raise split half for those categories as follows: conflict resolution (.55), finances (.49), and family and friends (.21).

The Guttman procedures are minimum likelihood estimates of reliability; that is, reliability could be higher but usually not

TABLE XIV
SEQUENCE OF DETERMINING BEST ITEM COMBINATION
FOR ALPHA RELIABILITY

INFORMED CATEGORIES	# of Original Items	Total Scale Alpha	Best Combination Runs							
			1st Run		2nd Run		3rd Run		4th-6th Runs	
			# of Items	Alpha	# of Items	Alpha	# of Items	Alpha	# of Items	Alpha
Idealism	12	.765	--	--	--	--	--	--	--	--
Expectations	12	.636	(D25) 11	.648	--	--	--	--	--	--
Personality	14	.739	(E5) 13	.758	(A24) 12	.779	(F7) 11	.799	(G9) 10	.800
Leisure	11	.663	(C16) 11	.663	(F17) 10	.714	(B7) 9	.719	(C22) 8	.727
Roles	12	.830	(G1) 11	.843	(E23) 10	.848	(A16) 9	.853	(D22) 8	.860
Communication	12	.645	(B5) 11	.640	(C20) 10	.653	(F15) 9	.658	(E12) 8	.660
Conflict Resolution	12	.489	(E9) 11	.512	(F24) 10	.545	--	--	--	--
Finances	13	.398	(F10) 12	.415	(F22) 11	.412	(D19) 10	.415	(C15, B12,C2) 9,8,7	.45 .49 .502
Children	12	.667	(D2) 11	.674	(C11) 10	.675	(A22) 9	.679	--	--
Family and Friends	12	.067	(F11) 11	.125	(F23) 10	.167	(C16) 9	.213	(B13, B1) 8,7	.280 .354
Religion	12	.878	(G8) 11	.899	--	--	--	--	--	--
Sexual	17	.698	(D5) 16	.741	(D14) 15	.751	(E2) 14	.758	--	--

*(D25) refers to alpha with item D25 eliminated.

lower. Both total scale and best combination are listed in the reliability summary (Table XIII, p. 65). The same three categories did not make minimal requirements for research on the total scale; however, after best combinations, all but family and friends with .38 was able to obtain the desired lambda.

The average scores for reliability on the best combination are alpha .69, split half .66, and Guttman .70. It can be deduced empirically that INFORMED is generally a reliable instrument.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Within the last ten to fifteen years, marriage rates have lowered while divorce rates have increased. Several factors have contributed to this statistical reversal: (1) the increased acceptance of divorce as a viable option to dissolve unsatisfying relationships, (2) a decrease in the impact of religious sanctions against divorce, (3) role adjustments due to economic pressures, (4) less stringent laws regulating the acquisition of a divorce.

Different factors have been studied in the determination of a person's dissatisfaction with marriage. More recently, poor marital preparation has been found to be a contributing factor. Studies, as noted in the review of literature section, indicate that many people experience problems early in marriage. These difficulties seem to be correlated with a person's lack of acquired skills used to resolve issues. Before the second anniversary, 15% of all divorces occur while almost half occur before the seventh year of marriage. The need for better marital preparation is essential for coping with the day-to-day frustrations as well as the major issues of marriage. It is hoped that INFORMED can act as a deterrent to marital dissolution by giving people the insight to those areas of themselves that are not as proficient as others.

Research Problems in Preparation
for Marriage

The helping profession of counseling has been in existence for many years; however, certain factors have been deterrents to the progress made in the identification of the most productive techniques. Approximately 80% of marriage preparation is done in conjunction with the clergy. Much of the counseling is done as a result of a personal comfortableness with a particular style of counseling. Clergy professionalism ranges from the utilization of highly sophisticated counseling procedures to an off-the-cuff highly subjective approach. Additional frustrations exist for the clergy due to their workload and relatively few occasions to converse with colleagues about more effective pre-marital counseling procedures. The scarcity of usable substantiated assessment tools for working with unmarried persons is an additional problem. The majority of existing assessment tools require high levels of psychological expertise to evaluate and make determinations from individual responses. INFORMED was developed so as to provide an effective diagnostic tool to the majority of persons working with unmarried individuals, i.e. schools, community services, churches, etc.

This thesis was developed to: (1) review the literature which addresses the prevalent problems encountered during the early adjustment period of marriage; (2) review the literature on diagnostic tools that have or are being used in the assessment of pre-marital attitudes and beliefs as a means of alleviating any repetition; (3) describe how Inventory for Marriage Education (INFORMED) evolved;

(4) describe the operation and purpose of the INFORMED categories; (5) describe the process used in determining validity and reliability of INFORMED; (6) present the primary findings of the empirical inquiry made on INFORMED validation; and (7) give suggestions, based on the research, which will improve INFORMED as a diagnostic instrument.

Review of Pertinent Literature

A first determination needing to be made is the extent to which the studies have been able to identify specific issues that are consistently found in regard to marriage, marriage adjustment, and divorce. It is hoped that with an understanding of the consistently re-occurring problems that appear in the marriage relationship, one would be able to develop an instrument which will be able to assess individuals' preparedness for marriage.

In reviewing the empirical evidence on pre and early marriage relationships, some common problem areas were discovered. Table II (p. 16) lists those problems under three distinct categories along with their frequency of notation in the literature. The problems were categorized under three sections: personal, interpersonal and external sources. Personal consisted of physical problems, personal habits, personality, expectations, value differences, and background differences. Interpersonal issues included communication, sex, commitment, and power. External issues refer to environmental forces influencing the relationship: parents, friends, time together (priority), and work. The information gleaned from

this review was instrumental in identifying content areas and items which would be included in the INFORMED Inventory.

An additional aspect of the review included a collation and evaluation of instruments presently being used to assess single individuals. Most of the instruments failed to address any of the problem areas mentioned above. Other inadequacies included limited response formats, i.e. true-false, too many items, and no assessment for idealization.

Development of the INFORMED Inventory

In reviewing existing instruments and in light of the development of a new instrument, several criteria were noted as being essential. These criteria were identified as: acceptable levels of reliability and validity for research, results presented clearly and concisely, a method of scoring which is not contingent upon the acquisition of specialized training, and results that can be understood by the person taking the Inventory. These were criteria noted as important for counselors, researchers, and educators. Several characteristics are noted as concerns for persons taking an assessment inventory such as INFORMED: the provision of data which will aid in a person's assessment of readiness for marriage, the opportunity to respond to certain marital situations normally not encountered until after marriage, and to help a person identify what their attitudes and beliefs are concerning marriage so that any areas of weakness can be addressed if the person so desires.

After careful deliberation, it was decided that an instrument

was needed which would address the most pertinent problem areas of marriage in such a way as to maximize its effectiveness for both persons giving the Inventory as well as respondents. Appendix A is a duplication of the INFORMED Inventory. The content areas found to be of the greatest concern are: idealism, expectations, personality, roles, communication, conflict resolution, finances, leisure, children, family and friends, religion, and sexuality.

Methodology for Validation

The chief goal of this thesis was to empirically determine INFORMED's level of reliability and validity. The systematic procedure used in accomplishing this goal included: (1) obtaining a representative sample of persons, (2) establishing a normative structure on INFORMED scales for the major sub-populations of pre-marital individuals, (3) establishing reliability coefficients for each INFORMED scale using alpha, split half and Guttman determinants for internal consistency, and (4) establishing scale and construct validity by various factor analytic procedures. The sample consisted of 512 individuals, 170 males and 342 females, all from varied backgrounds within Oklahoma.

Summary of Findings

In reviewing the normative structure for INFORMED, it was found that relatively few differences exist in the sub-populations of residence, parents' income, dating history, plans for marriage and parents ever divorced. Significant differences were found to be

most prevalent between (1) males and females and (2) college and high school students. These differences would seem to be accounted for by age and experience with relationships. The bias that INFORMED reflects would, therefore, be in reference to persons scoring higher who have more education and experience in relationships. The overall results of the INFORMED normative structure revealed that INFORMED can be applied to all major sub-populations of single individuals.

Findings on the INFORMED reliability summary consisted of varied percentages. After eliminating the least effective items, each INFORMED scale was able to meet the established percentage required for research excluding Family and Friends. The strongest categories were Idealism, Personality, Roles, Leisure, Religion and Sexuality.

Factor analysis of INFORMED categories indicated that most scales had structures that were basically unidimensional. Sexuality, Idealism, Personality, Roles, Leisure, Religion, and Children all have eigenvalues on the first factor that are at least twice as great as those on the second factor. Finances, Conflict Resolution, and Family and Friends had the three smallest ratios supporting the argument for a second factor solution being as strong as the first.

Recommendations

The empirical study of INFORMED has been able to identify both strengths and weaknesses in the instrument. The following recommendations are noted as a means of gaining insight into

making INFORMED a better diagnostic tool:

1. One should keep in mind that low reliability and validity runs on Finances and Family and Friends scales are probably due to the nature of the population answering those items. High school and college persons tend not to have the experience in relationships or financial situations to adequately answer the items in those categories.
2. Caution should be exercised when giving INFORMED so as to inform respondents that INFORMED is not the deciding factor in whether or not one gets married. More appropriately, INFORMED should be presented as an assessment device which can be used to educate individuals in regards to their strengths and weaknesses surrounding the marital union.
3. The overall content categories should remain as they are. The facilitator should instruct respondents to answer items under Finances and Family and Friends in an attitude as if they were actually in those situations, even though their experience is probably limited.

The comprehensive results of INFORMED were found to be positive. The instrument itself was shown to be both valid and reliable, excluding the lower scores of Finances and Family and Friends. INFORMED was developed in such a way that it could be easily administered and scored. An individual, therefore, can use INFORMED as a learning device. He or she will be able to assess personal strengths and weaknesses and make necessary adjustments as a means of insuring the greatest amount of future marital satisfaction.

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APPENDIX A

INFORMED INVENTORY BY CATEGORY

Response Format for INFORMED

Strongly Agree	Agree	Agree More Than Disagree	Disagree More Than Agree	Disagree	Strongly Disagree
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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 person'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 courtship 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

- All. 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 commitment a couple makes to each other.
- B22. One particular Church should be chosen by a couple after marriage.
- C12. A religious commitment 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 FEEDBACK FORM

INFORMED

THE INVENTORY FOR MARRIAGE EDUCATION

By David G. Fournier, Ph.D.

Form by
David G. Fournier, Ph.D.
and
Robert L. Cathey, M.A.

Identification no. _____

Date _____

Group ID _____

CATEGORIES	YOUR SCORES				GROUP NORMS						
	Self		Group		High School		College		All Groups		
	Score	Agree with Experts	Score Avg.	Agree with Experts	Score Avg.	Agree with Experts	Score Avg.	Agree with Experts	Score (M) Avg. (F)	Agree With Experts	
IDEALISM	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
EXPECTATIONS	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
PERSONALITY	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ROLES	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
COMMUNICATION	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
RESOLVE CONFLICT	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
FINANCES	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
LEISURE	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
CHILDREN	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
FAMILY/FRIENDS	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
RELIGION	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
SEXUALITY	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Number of items _____
agree with experts

Number of items _____
disagree with experts

This summary is intended to aid you in comparing your attitudes about marriage with those of other persons of similar backgrounds and the opinions of experts in the marital field. If your scores are lower than average, your attitudes may be sufficiently different to create problems in your relationships. While most relationships have difficulties at times, high scorers may be more realistic about areas of potential conflict.

APPENDIX C

INFORMED BACKGROUND FORM

BACKGROUND FORM

CONFIDENTIAL

PLEASE DO NOT PUT YOUR NAME ON THIS FORM!

ID _____

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 background?

- | | |
|---|--|
| <input type="checkbox"/> 1. Afro-American/Black | <input type="checkbox"/> 4. American Indian |
| <input type="checkbox"/> 2. Asian-American | <input type="checkbox"/> 5. Spanish Descent |
| <input type="checkbox"/> 3. Caucasian/White | <input type="checkbox"/> 6. Other _____(specify) |

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

☐ Yes ☐ No

If yes; was it a

- | | |
|--|---|
| <input type="checkbox"/> High School Class | <input type="checkbox"/> Both High School and College |
| <input type="checkbox"/> College class | <input type="checkbox"/> 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...?

- | | | |
|---|---|---------------------------------|
| <input type="checkbox"/> once a day | <input type="checkbox"/> once per week | <input type="checkbox"/> rarely |
| <input type="checkbox"/> three per week | <input type="checkbox"/> once per month | <input type="checkbox"/> never |

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

- | |
|---|
| <input type="checkbox"/> 1. They have never talked to me about Sex Education |
| <input type="checkbox"/> 2. They only talked to me about it when I asked questions |
| <input type="checkbox"/> 3. They approached me and we discussed the subject |
| <input type="checkbox"/> 4. We have talked in length about the subject and I feel I can ask them any questions without embarrassment. |

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 | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. 0-\$100 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. \$100-\$200 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. \$200-\$300 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. \$300-\$400 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. \$400-\$500 per month |
| <input type="checkbox"/> | <input type="checkbox"/> | 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)

- | | |
|--|--|
| <input type="checkbox"/> Immaturity | <input type="checkbox"/> Different Backgrounds |
| <input type="checkbox"/> Dissatisfied with own role | <input type="checkbox"/> Drinking/Drugs |
| <input type="checkbox"/> Too many arguments | <input type="checkbox"/> Conflict over Roles/Careers |
| <input type="checkbox"/> Incompatible Interests | <input type="checkbox"/> Extra-marital sex |
| <input type="checkbox"/> Lack of communication/
Understanding | <input type="checkbox"/> Money |

THANK
YOU

OKLAHOMA STATE



VITA ²

Robert Eric Helgi Johnson

Candidate for the Degree of

Master of Science

Thesis: VALIDATION OF INFORMED: AN INVENTORY FOR
MARRIAGE EDUCATION

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Bellingham, Washington, June 5,
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