

EFFECT OF A COLLEGE MARRIAGE COURSE
ON MARITAL ATTITUDES

By

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TABLE OF CONTENTS

| Chapter | Page |
|---|------|
| I. INTRODUCTION | 1 |
| Statement of the Problem. | 2 |
| Purpose of Study. | 3 |
| General Statement of Hypotheses | 4 |
| Definition of Terms | 4 |
| II. REVIEW OF LITERATURE | 7 |
| Objectives of a Marriage Education Class. | 7 |
| Developmental Tasks of Early Marriage | 9 |
| Student Personal Gains From Marriage Education | 12 |
| Previous Pre and Post Marriage Education Evaluation | 14 |
| Summary of Review of Literature | 17 |
| III. METHODOLOGY. | 18 |
| Type of Research. | 18 |
| Subject Selection | 18 |
| Instrumentation | 20 |
| Background Information Form. | 20 |
| INFORMED Inventory | 21 |
| Data Collection Procedure | 26 |
| Cleaning the Data | 27 |
| Statistical Procedure | 28 |
| Hypotheses. | 29 |
| IV. RESULTS. | 30 |
| Description of Subjects | 30 |
| Examination of Hypotheses | 33 |
| Discussion of Results | 43 |
| V. SUMMARY. | 47 |
| Review of Pertinent Literature. | 47 |
| Methodology for Validation. | 49 |
| Summary of Findings | 49 |
| Recommendations and Conclusions | 50 |

| Chapter | Page |
|---|------|
| REFERENCES | 52 |
| APPENDIX A - INFORMED INVENTORY BY CATEGORY | 54 |
| APPENDIX B - INFORMED BACKGROUND FORM | 64 |

LIST OF TABLES

| Table | Page |
|---|-------|
| I. Developmental Tasks in Early Marriage. | 11 |
| II. INFORMED Response Format | 21 |
| III. INFORMED Content Titles and Item Numbers in Each Category | 23 |
| IV. Characteristics of the Subjects. | 31-32 |
| V. T-Test Comparisons for Hypothesis I. | 35 |
| VI. T-Test Comparisons for Hypotheses II and III | 35 |
| VII. Realistic Expectations Items Analysis. | 38 |
| VIII. Personality Issues Items Analysis. | 40 |
| IX. Communication Items Analysis | 42 |
| X. Financial Issues Items Analysis. | 44 |

CHAPTER I

INTRODUCTION

There will be two million marriages in any given year and approximately one million divorces. Nearly 200,000 of these divorces will occur before a couple reaches their second anniversary, and 500,000 before the end of the sixth year of marriage (U.S. Bureau of the Census, 1984). Most of those who divorce will remarry.

Young peoples' unrealistic expectations of marriage are fertile ground for conflict in a marriage (Dunn, 1960; Ammons, 1980). They often believe that after marriage a partner can be reformed, or that defects in his/her character can be corrected (Heyns, 1950; Ammons, 1980). But it is likely that the characteristics and traits which are found irritating and obnoxious to the partner before marriage will not only continue but will seem more unpleasant following the ceremony.

Historically, marriages were terminated many years before retirement age by the death of one partner. Since the human life span is much longer than in previous decades, marriage between a couple now has the possibility of lasting sixty or more years (Webb, 1982).

Today, couples are expected to serve as buffers for each other in an impersonal society, to create happiness at home when the outside job creates pressures, to fulfill voids when there is no time to nurture other relationships, and to maintain some semblance of calm when the outside world has become increasingly chaotic (Webb, 1982). They are

expected to adjust to rapid cultural changes. It appears that much more is expected from today's marriage relationships than in the past.

Successful marital adjustment can be influenced by proper premarital preparation. A lack of premarital preparation is a factor in many relationships that end quickly (Fournier, 1982). It is often assumed that marriage comes naturally or that learning comes from watching parents. However, much of the communication that needs to be learned from parents takes place in private, making it difficult to learn and model from their actions. Engaged couples have few opportunities to observe marital relationships since they do not quite fit in with married friends and often do not feel comfortable talking with parents.

Statement of the Problem

When couples become engaged, they tend to be very idealistic in their notions about marriage. It is not uncommon for the couples to spend more time getting ready for the one hour ceremony than for the relationship that is supposed to last a lifetime (Fournier, 1982). However, it is during this least objective part of courtship that marriage education usually takes place. Since the couples are extremely busy as well as idealistic at this time, efforts at marriage preparation are often too late. Readiness exercises are needed prior to this exciting and chaotic time because the distractions obscure the learning that could take place. In fact, preparation even prior to engagement may prove to be very useful in one's overall interpersonal development (Fournier, 1982).

Students tend to find that the materials presented in marriage and family courses are not included in other subject areas (Duvall, 1965). Yet this knowledge is the very thing young people seek as they go

through the process of dating and courtship that leads to marriage. They realize the need to have valid facts and concepts to replace their misunderstandings, misconceptions and confusions. They appreciate knowing what is expected of them as dating partners, engaged pairs, husbands and wives, and fathers and mothers (Duvall, 1965).

When course objectives include attitudes, competencies, and values as well as knowledge, it is particularly difficult to measure student achievement statistically. Since there is little doubt that learning in such a course can be demonstrated, the problem becomes one of finding a testing device of sufficient sophistication for statistical use and sufficiently reliable and sensitive to discriminate learning as a function of selected variables.

Purpose of Study

Students on the high school and college levels often have the opportunity to enroll in courses that educate about marriage. These courses are extremely divergent in both process of teaching and content, yet most have as a goal the presentation of functional skills and attitudes related to marriage. Attempts to standardize course content have generally been successful due to textbook developments, but few standardized tools are available to assess student attitudes prior to classes and to evaluate changes which result from marriage education.

The primary purpose of this study was to use a recently developed inventory of marital attitudes, INFORMED (Fournier, 1982), to assess the effects of a college course on marital attitudes. Another goal was to identify whether specific categories of marital attitudes are more affected by the course than others and to take a closer look at what

changes occurred. Topics which were addressed include: Idealization, Religion, Realistic Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sexuality, Children, and Family and Friends.

General Statement of Hypotheses

The following general hypotheses were examined:

1. participation in a marriage course will raise the scores of students in the INFORMED categories of Realistic Expectations, Personality Issues, Communication, Resolving Conflicts, Finances, Leisure, Sexuality, Children, and Family and Friends;
2. participation in a marriage course will lower scores of students in the area of Idealism on INFORMED;
3. participation in a marriage course will not change students' scores in the Roles and Religion categories of INFORMED;
4. participation in a marriage course will raise students' scores on items in the Realistic Expectations category of INFORMED;
5. participation in a marriage course will raise students' scores on items in the Personality Issues category of INFORMED;
6. participation in a marriage course will raise students' scores on items in the Communication category of INFORMED; and,
7. participation in a marriage class will raise students' scores on items in the Financial Issues category of INFORMED.

Definition of Terms

INFORMED - Acronym for the Inventory For Marriage Education
(Fournier, 1982).

Idealization - (1) imputing desirable qualities to a person lacking them, (2) exaggerating the degree of strengths when some are present, and (3) denying the existence or extent of unfavorable qualities. With marriage, or shortly after marriage, emotions presumably return to normal and husband and wife begin to see one another as real rather than an ideal person.

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

Realistic Expectations - real or imagined assumptions made by partners in a relationship concerning the other.

Personality Issues - the desire for those satisfactions that are obtained through intimate association with other persons. Among the needs that men and women hope to satisfy in marriage are love and affection, confidence, sympathy, understanding, dependence, encouragement, intimate appreciation, and emotional security.

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

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

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

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

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

Sexuality - compatible understanding of an individual as well as the partner's sexual abilities, needs, and wants.

Children - knowledge of the impact of children on a marriage and understanding of partner's views toward children.

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

CHAPTER II

REVIEW OF LITERATURE

There has been a growing realization on the part of parents, educators, and clergy that the education for marriage that young people receive in their own homes is often inadequate and that supplementary instruction is needed (Fournier, 1983; Rockwood, 1935). Changing social and economic conditions have affected home life to such an extent that the family relationship in the homes of today is very different from what it was even a generation ago. This changing pattern of family life and the increasing divorce rate of recent years indicates a need for education that will help young people to adjust more successfully to life in their present homes and to enter marriage with a greater realization of what is involved. Given the serious impacts of divorce for the marriage partners and children; lost productivity at work and increased demands on social service programs and church agencies, efforts in marriage preparations are justified.

Objectives of a Marriage Education Class

Marriage education, also described as family life and sex education courses, at both the high school and college levels have been designed to increase students' knowledge of various aspects of family relationships in addition to providing information and experiences relevant to the students' personal lives. In an effort to make these courses more

relevant for the students, Avery (1979) has identified several objectives of family life education, including:

1. giving students a broad knowledge of the family relations field;
2. increasing students' understanding of society's attitudes about the family;
3. increasing students' competency in relating to others; and,
4. increasing students' understanding of the opposite sex.

Specific objectives are usually stated in terms of knowledge - of facts, behavior, social norms, expectations, and principals; of attitudes - toward self, others, sex, love, marriage and family; of competence - in interpersonal relations and specific skills predictive of success; and of values - in line with personal identity and marital integrity (Duvall, 1965).

Since dating is a major social educational process, which contributes to the socialization of the person, the behavior involved in dating is often a major source of concern both to parents as well as the individual. Dating is the primary means of mate selection in this society; therefore, difficulties occurring in the dating process may transfer into marriage. Springer, Springer and Aaronson (1975) have identified several goals an educator may wish his students to achieve in a dating class:

1. the achievement of a good self-concept;
2. the clarification of appropriate behavior in a dating situation;
3. development of behavioral and communication skills necessary for heterosexual interaction; and,
4. the stimulation of behavior change, including the ability to meet, converse, and date more frequently, more regularly, and with greater satisfaction.

Developmental Tasks of Early Marriage

Each couple enters marriage with their own potentials and problems; each copes with the tasks of being married and making the transition from their previous roles and statuses with varying degrees of competence, creativity, and courage. Their success is dependent upon their skill in accomplishing their developmental tasks both as individuals and as a married couple. Developmental tasks of the married couple are basic for the establishment of the family. Duvall (1971) lists the developmental tasks of early marriage as follows:

1. establishing a home base in a place to call their own;
 2. establishing mutually satisfactory systems for getting and spending money.
 3. establishing mutually acceptable patterns of who does what and who is accountable to whom;
 4. establishing a continuity of mutually satisfying sex relationships;
 5. establishing systems of intellectual and emotional communication;
 6. establishing workable relationships with relatives;
 7. establishing ways of interacting with friends, associates and community organizations;
 8. facing the possibility of children and planning for their coming;
- and,
9. establishing a workable philosophy of life as a couple.

Two other studies have identified 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.

Table I correlates the information found in the two studies and shows a relatively close approximation of components to one another that concern pre and early marriage relationships. Rappoport's inclusion of courtship tasks accounts for the discrepancies between the two.

Through years of work with troubled families, Cadogan (1982) developed 12 questions he believes individuals should ask before they marry. It is interesting to note how close the following questions fit the categories derived from the developmental tasks listed in Table I:

1. Can I accept his/her faults and shortcomings?
2. Can I visualize and accept him/her in the various roles he/she must play during our marriage, i.e., father or mother, sweetheart or provider, companion, lover, etc?
3. Would I be willing to give up things or provide things that would be important to the satisfaction of his/her needs?
4. Is there the tender feeling that comes from knowing that he/she is on your side and is interested in satisfying your needs?
5. Is there a feeling of solid and enduring friendship?
6. Is he/she sexually attractive to me?
7. Do we enjoy many of the same things and share similar or compatible goals?
8. Do I feel comfortable when I am in the company of his/her family and friends?
9. Do I like who I am, or the way I feel about myself when I am with him/her?
10. Has our courtship been relatively smooth and enjoyable?

TABLE I
DEVELOPMENTAL TASKS IN EARLY MARRIAGE*

| 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. Relationship 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 | |

* Adapted from Fournier, 1979, p. 27

11. Are his/her personal and household hygenic standards similar to, or compatible with mine?

12. Am I willing to accept the responsibility, as far as is reasonable, for making the relationship work?

Based upon these studies, one would conclude that the following list would be instrumental in formulating a program for marriage education: sexuality, family and relatives, friends, parenthood, career plans, finances, communication and decision making, religious values, and role relations.

Student Personal Gains From Marriage Education

Marriage classes aid in changing the students' behavior toward a better personal and social attitude toward marriage (Gilles and Lastrucci, 1954). In one evaluation of a marriage class, the values the students mention are insight into oneself and others, understanding parents, and a more realistic view of marriage (Duvall, 1965).

Duvall (1965) also found that after participating in a marriage class, students:

1. are more willing to face problems of sex, courtship, and marriage;
 2. more often postpone or break off going steady;
 3. are more apt to terminate unpromising engagements;
 4. attempt to appraise their love feelings in terms of marriage;
- and,
5. postpone marriage until they are prepared to assume the roles and responsibilities that make a successful marriage.

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

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

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

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

Hill concludes:

. . . persons who have had marriage education are somewhat more realistic in their anticipation of problems and in their general marriage expectation. Marriage education also seems to result in an ability to verbalize somewhat more freely about marriage, its problems, solutions, and nature. Marriage becomes objectified, a vocabulary is learned along with some concepts and principles. Our better students especially develop an ability

to discuss marriage with an emotional detachment and an apparent understanding which many of us believe to be good because it permits freer marital communication (as cited by Duvall, 1965, p. 182).

Previous Pre and Post Marriage Education Evaluations

Christensen (1964) ranks the designs for evaluating marriage courses from the least to the most sophisticated:

1. Good feelings - self-satisfaction, subjective;
2. Goals without measurement - level of impression an inference of realization of goals;
3. Ex post facto evidence - supposed changes in students' papers, etc.;
4. Test-retest procedures - measure change, but no proof that change was a function of the course;
5. Longitudinal experiments - experimental and matched control groups with test-retest procedures can establish cause-and-effect relationships.

Duvall (1965) reviewed more than 20 studies of the effectiveness of marriage courses and reported that such courses have been subjected to evaluation measures of various types, ranging from collecting student's subjective reactions to the use of standardized instruments in pretesting and posttesting of both control groups and students taking the marriage and family course. Duvall's documented findings included:

1. Gilles and Lastrucci (1954) found reductions in the numbers of problems checked on the Mooney Problem Check List at the close of the marriage course.
2. Rogers (1964) used the Dunn Marriage Role Expectation Inventory with students in the marriage course at Ohio University and with matched

groups. Pretesting and posttesting of both groups of students found significantly more change in the marriage course students than in the controls (significant at the .001 level).

3. Walters (1962) administered the California Parent Attitude Survey in pretesting and posttesting of students in the course and of controls, and found that the gain was significantly greater in the experimental group than in the control group.

4. Wetzel (1962) administered Group Rorschach and the Personality section of Burgess-Wallin Marriage Prediction Schedule to marriage course and control students. There were no significant differences in the initial testing. However, the students who took the marriage course changed significantly in the positive direction when compared with the control group.

In every reported instance the course being evaluated was found effective in bringing about measureable changes in students' understanding, attitudes, expectations, and/or the abilities being tested.

Olson and Gravatt (1968) investigated the type and degree of attitude change of college students who were enrolled in a three semester hour, upper division course in marriage and the family. Students enrolled in the course were tested before and after the course using the Premarital Attitude Scale (PMAS). The PMAS was specifically developed to incorporate the following topics: Dating and Courtship, Mate Selection, Early Marital Adjustment, Marital Role Expectations, Sex Information, Resolution of Conflict, When Relationships Fail, and Self and Course Evaluation. The students' pretest and posttest attitudes were compared to assess the degree of change. To determine the direction of the attitude change, students' attitudes were compared with a professional standard based on professors' attitudes. The marriage course students' attitudes were also

compared to a control group who did not have the class to assess the change that occurred because of the marriage class. When responses of the students in the experimental group were compared before and after the course, it was concluded that their attitudes changed significantly on 30 of the 48 PMAS items. The changes occurred on items in the following categories: Dating and Courtship; Mate Selection; Early Marital Adjustment; Marital Role Expectations; Sex Information; Resolution of Conflicts; When relationships Fail; and Self and Course Evaluation. On the other hand, the control group changed significantly on 14 items, and on three of these items the control group became less similar to professors' attitudes. They concluded that a substantial amount of attitude change can be expected to occur as a result of a three credit university course in marriage and the family.

As family life educators strive to increase student learning of course material, an important consideration should be not only what new teaching techniques can be developed, but also what factors should be considered in developing these techniques so that student learning can be facilitated. McKeachie (1962) has pointed out that a key factor in determining the degree to which students learn is their level of motivation. If students see material as relevant and important to them in their relationships, they will likely have a higher level of motivation to learn. Avery (1979) thought that if students could enroll in a family life class with their dating partner, they may well greet the course with greater interest and motivation to learn. Avery tested that possibility by comparing a family relations class comprised of premarital dating couples with a similar family relations class comprised of non-couples. Both sections had the same instructor, identical texts, lectures, and

class assignments. Results of the study indicated that the couples group learned significantly more material and had a significantly more positive attitude toward the course than did the non-couples group.

Summary of Review of Literature

Marriage relationships have become a growing concern of educators, clergy and social service programs. The relationship is often threatened by changing social and economic factors as well as the couples' ability to work through early marriage developmental tasks. The marriage tasks have been identified and objectives that educators may hope students to achieve have been outlined. Students view marriage education as valuable and as a necessity to have contentment and satisfaction in their marital relationship. Evaluations have shown marriage education to be effective in bringing about measurable changes in student understanding, attitudes, expectations, and/or the abilities being tested.

CHAPTER III

METHODOLOGY

Type of Research

Perhaps the most commonly used method of research in the social sciences is survey research. Surveys may be used for a variety of purposes, but the general objectives are to describe, explain, and explore. In survey methodology, the units of analysis are typically individual people, as used in this research. Babbie (1983) discusses the use of survey methodology in the following quote:

Survey research is probably the best method available to the social scientist interested in collecting original data for purposes of describing a population too large to observe directly. Careful probability sampling provides a group of respondents whose characteristics may be taken as representative of those of the larger population, and carefully constructed standardized questionnaires provide data in the same form from all respondents.

Surveys are also excellent vehicles for the measurement of attitudes and orientation prevalent with a large population (p. 209).

The goal of this study was to utilize a recently developed inventory of marital attitudes, INFORMED, to assess the effects of a college marriage course on marital attitudes and to determine specific categories that were most affected by the course.

Subject Selection

The population of unmarried individuals who take a course in

marriage education is extremely large and involves a diverse group of course content, format, and educational level. Sampling that estimates the parameters of this population are not within the scope of this study and will not be attempted. Since the goals of this research were to assess the effects of a particular marriage course and to evaluate the ability of the INFORMED Inventory to identify marital attitudes over time, a non-probability sample was appropriate. The full sample used in this study was purposive in nature since marriage attitude test scores were collected in high school and college classes from different parts of Oklahoma.

Single persons who were not necessarily engaged were required for this study, therefore, purposive cluster samples were used as the primary source of data. A total of three samples using INFORMED Inventory were used for the project.

In the fall of 1981, a sample was taken from two high school family living classes. Students from one public and one private high school in the metropolitan areas of Tulsa and Oklahoma City, Oklahoma, participated in this study. These students took the INFORMED Inventory at the beginning of the course.

The second sample assessed by the INFORMED Inventory was taken from a dormitory at Oklahoma State University (OSU) utilizing a process of random distribution to the rooms in the Spring of 1982. The goal for the dormitory sample was to obtain responses from a diverse population of students not limited to academic major. The dormitory used was co-educational, with age ranges from 18-20 years, representing a cross-section of the University.

The third sample used in this study was three college marriage classes at Oklahoma State University. The classes are open to all majors and usually draw a higher number of female students. Two of the classes were involved in the pretest and posttesting, while the third class took only the posttest. The pretest was given during the first week of classes and the posttest was given during the final week of classes.

The combination of all three groups consisted of 784 individuals for the pretest and 139 for the posttest. In the pretest, there were 543 females and 239 males; 212 students were in high school, and 552 were in college. In the posttest, 94 students were females and 33 students were males; all were in college.

Instrumentation

The instrumentation for this project consisted of two parts: the INFORMED Inventory and a Background Information Form. The INFORMED instrument (Appendix A) used in this study was developed by Fournier (1981). The Background Information Form (Appendix B) was developed for a related research project by Rohrbacker (1983).

Background Information Form

The Background Information Form records personal history characteristics of each individual. These characteristics included sex, years in school, age and size of hometown. Parental income, education, and occupation were included as background information. Individuals were also asked to record their religious preference and degree of religiosity, if they had participated in a sex education class, and if they had current plans for marriage.

INFORMED Inventory

INFORMED is a 152 item diagnostic tool divided into 12 categories. The categories consist of individual items designed to cover a wide range of marital concerns.

Response Format

The INFORMED Inventory response format was based on the Likert-type scaling in order to obtain an adequate range of responses. Likert scaling is a measurement technique based on the use of standardized response categories for several questionnaire items (Babbie, 1983). The Likert scale contains a set of items, all of which are considered approximately equal in attitude or value loading. The subject responds with various degrees of intensity on a scale ranging between extremes such as agree-disagree. The scores of the position responses for each of the separate scales were summed to yield an individual's attitude score (Isaac, 1971). For INFORMED, items in each scale are summed using the 1-6 values presented in Table II.

TABLE II
INFORMED RESPONSE FORMAT

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

There is not an "undecided" answer for the respondent, therefore requiring him/her to make a choice in one direction or another. As mentioned in Table III, some values are reversed since positive and negative wording is used to reduce response bias. Appendix A lists each item as stated on the Inventory in its category. There are 12-17 items in each content category, making a total of 152 items. The categories included were: Resolving Conflicts, Personality Issues, Idealism, Finances, Family and Friends, Roles, Realistic Expectations, Leisure, Sexuality, Children, Religion, and Communication.

Categories

INFORMED items were written to personally tap a respondent's beliefs, attitudes, opinions and feelings about marriage relationships. The items from each category are dispersed throughout the instrument to safeguard against any possible invalidation due to arrangement. The following sections will briefly describe the categories and their particular focus.

Personality Issues. This category assesses an individual's perception of his/her partner with regard to behavioral issues and the level of satisfaction or dissatisfaction felt on those issues. Items focus on traits such as tardiness, temper, moodiness, stubbornness, jealousy, and possessiveness.

Realistic Expectations. This category reflects an individual's expectations about love, marriage and relationship issues. High scores would indicate that an individual has maintained some relevant realistic expectations of marriage while low scores would represent an impractical view of marriage.

TABLE III
INFORMED CONTENT TITLES AND ITEM NUMBERS IN EACH CATEGORY

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

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

Roles. This category assesses an individual's beliefs, feelings, and attitudes about various marital and family roles. Items deal with occupational roles, household roles, sex roles, and parental roles. Built into this section are items which will assess a person's tendency toward either traditional or equalitarian roles. High scores reflect the equalitarian view while low scores reflect a more traditional view.

Communication. This category's objective is to assess 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 individual's skills and attitudes about resolving conflicts. Items are centered around a person's recognition and strategy for dealing with altercations. 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 preference 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.

Sexuality. This category deals with an individual's attitude about the sexual relationship and expression of affection. Items deal with one's comfortableness in showing affection, views on birth control, ability to discuss one's sexuality, and attitudes toward sexual intercourse. High scores indicate a positive view of sexuality and willingness to express it in one's marriage.

Children. This category attempts to discover an individual's attitudes concerning 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 individual's views and attitudes toward in-laws, family and friends. Items determine one's perception 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.

Reliability

Johnson (1982) completed a reliability analysis on the INFORMED Inventory and found that all but one scale met the minimum requirements for research. The scale reliabilities range from a low of .40 to a high of .88. Only the Family and Friends category (.07) had a questionable reliability. Others included: Finances .40; Conflict Resolution .49; Realistic Expectations .64; Communication .65; Children .67; Leisure .67; Sexuality .70; Personality Issues .74; Idealism .77; Roles .83; and Religion .88.

Data Collection Procedure

The respondents in each sample were instructed to complete the INFORMED Inventory and then the Background Form. By doing the questionnaires in this order, INFORMED responses were not biased by the Background Form. The average time for the administration of the questionnaires was 30-45 minutes, although no time limit was given. Respondents were assigned numbers rather than names, and were assured their responses would be held in confidence.

The questionnaires were distributed to the high school students and college marriage classes during their regular class time. Residence hall college students' questionnaires were sent through campus mail with a cover letter. Three days after the questionnaires were sent, a follow-up letter was sent to the students receiving the questionnaires.

Cleaning the Data

The first step in "cleaning the data" was to scan each Background Form and INFORMED Inventory for any problems such as incomplete answers or obvious mistakes (i.e., answering birthyear as 1980). To permit quantitative analysis, the data were converted to the form of numerical codes representing attributes or variables. The conversion of data into this form will be referred to as coding. The end product of the coding process is the conversion of data items into numerical codes representing attributes composing variables, which in turn are assigned a code and column within a data file. The codebook is a document that describes the locations of variables and the code assignments to the attributes composing those variables. The codebook serves two essential functions. First, it is used as the primary guide used in the coding process. Second, it is used as a guide for locating variables and interpreting punches in the data file during analysis (Babbie, 1983). When coding was completed, a second check of the code sheet and questionnaire was performed to catch any errors before the data was sent to be keypunched. When keypunching was completed, another check was performed to catch any keypunching errors. All errors were then corrected.

In summary, the questionnaire and Inventory were scanned for obvious mistakes, coded, then the code sheet and data were compared. After keypunching was complete, the questionnaire and Inventory were compared to the computer readouts. Although the process of "cleaning" the data is time consuming, it was essential for the researcher to have confidence in the results.

Statistical Procedure

The goal of the statistical analysis was to establish whether or not a significant difference existed between the samples of students who completed a marriage class and those who did not. The T-test computations were used to do this analysis. The t-test enables the researcher to obtain means, standard deviations, and probability estimates for all relevant group comparisons.

The mean, or average, of the two groups is compared in the t-test. The mean is computed by summing values of the attitude statements and dividing by the number of statements.

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

The statistical significance of a relationship that is observed in a set of sample data is always expressed in terms of probability. Babbie (1983) explains:

Significance at the .05 level simply means that the probability of a relationship as strong as the observed one being attributable to sampling error alone is no more than 5 in 100. If two variables are independent of one another in the population, and if 100 probability samples were selected from that population, no more than 5 of those samples should provide a relationship as strong as the one that has been observed (p. 422).

Three levels of significance are frequently used in research reports:

.05, .01, and .001. These mean respectively that the chances of obtaining the measured association as a result of sampling error are 5/100, 1/100, and 1/1000. For purposes of this study, the significance at the .05 level was used.

Hypotheses

Hypotheses examined were:

1. Persons who have completed a marriage class will have higher scores in the following categories of INFORMED than those who have not completed a marriage class: Sexuality, Personality Issues, Communication, Conflict Resolution, Finances, Leisure, Family and Friends, Realistic Expectations, and Children.
2. Persons who have completed a marriage class will have lower scale scores on Idealism than those who have not completed a marriage class.
3. There will be no difference in scale scores in the Roles or Religion categories between those persons who have completed a marriage class and those who have not completed the class.
4. Persons who have completed a marriage class will have higher scores on items in the INFORMED category concerning Realistic Expectations than those students who have not completed the class.
5. Persons who have completed a marriage class will score higher on items in the INFORMED category concerning Personality Issues than those who have not completed a marriage class.
6. Persons who have completed a marriage class will score higher on items in the Communication category of INFORMED than those who have not completed a marriage class.
7. Persons who have completed a marriage class will score higher on items in the Financial Issues category of INFORMED than those who have not completed a marriage class.

CHAPTER IV

RESULTS

Description of Subjects

Table IV presents a description of the 784 students who participated in the pretest and the 139 students in the posttest. Of the participants in the pretest, there were 543 females and 239 males. In the posttest, there were 94 females and 33 males.

The greatest amount of participants in both phases of the study were undergraduates in college. In the pretest, the average age was 21 while the posttest participants average age was 22 years. Most of the participants were Caucasian.

Of the pretest participants, 49% grew up in a town of over 100,000 residents while 42% of the participants in the posttest grew up in towns with 2,500-100,000 residents. In both the pretest and posttest, over 40% of the parental incomes were \$35,000 and over.

Parent education was generally high for both mothers and fathers in the pretest and posttest. Of the pretest mothers, 20% were college graduates while 17% of the posttest mothers were college graduates. Of the pretest mothers, 37% were high school graduates and 33% had had some college.

In the pretest, 33% of the fathers were college graduates, while 28% of the fathers of the posttest students were college graduates.

TABLE IV
CHARACTERISTICS OF THE SUBJECTS

| Characteristic | Pretest | | Posttest | |
|------------------------------|---------|------|----------|------|
| | f | % | f | % |
| <u>Sex</u> | | | | |
| Female | 543 | 69.3 | 94 | 67.6 |
| Male | 239 | 30.5 | 33 | 23.7 |
| <u>Class</u> | | | | |
| High School | 212 | 27.0 | -- | --- |
| One to Four Years College | 506 | 64.7 | 113 | 81.2 |
| More than Four Years College | 46 | 7.8 | 12 | 8.8 |
| <u>Age</u> | | | | |
| Less than 19 | 227 | 29.0 | -- | --- |
| 19-21 | 204 | 26.0 | 30 | 21.6 |
| 21-22 | 176 | 22.4 | 47 | 33.8 |
| Over 22 | 174 | 22.2 | 50 | 36.0 |
| <u>Residence</u> | | | | |
| Under 2,500 | 134 | 17.1 | 21 | 22.3 |
| 2,500-100,000 | 264 | 33.7 | 59 | 42.4 |
| Over 100,000 | 381 | 48.6 | 37 | 35.2 |
| <u>Parental Income</u> | | | | |
| Under \$14,999 | 48 | 6.0 | 4 | 2.9 |
| \$15,000-19,000 | 56 | 7.1 | 6 | 4.3 |
| \$20,000-24,999 | 94 | 12.0 | 18 | 12.9 |
| \$25,000-29,000 | 99 | 12.6 | 22 | 15.8 |
| \$30,000-34,999 | 104 | 13.3 | 16 | 11.5 |
| \$35,000 and over | 368 | 46.9 | 58 | 41.7 |
| <u>Education of Mother</u> | | | | |
| Professional School | 74 | 9.4 | 12 | 8.6 |
| College Graduate | 156 | 19.9 | 24 | 17.3 |
| Some College | 250 | 31.9 | 46 | 33.1 |
| High School | 291 | 37.1 | 45 | 32.4 |
| Grade School | 4 | .5 | -- | --- |
| Don't Know | 5 | .6 | -- | --- |
| <u>Education of Father</u> | | | | |
| Professional School | 161 | 20.5 | 25 | 18.0 |
| College Graduate | 249 | 31.8 | 42 | 30.2 |
| Some College | 172 | 21.9 | 30 | 21.6 |
| High School | 178 | 22.7 | 27 | 19.5 |
| Grade school | 6 | .8 | 1 | .7 |
| Don't Know | 9 | 1.1 | 1 | .7 |
| <u>Occupation of Mother</u> | | | | |
| Professional | 31 | 4.0 | 8 | 5.8 |
| Other Professional | 186 | 23.7 | 29 | 20.9 |
| Skilled | 8 | 1.0 | 2 | 1.4 |
| Sales | 210 | 26.8 | 38 | 27.3 |
| Laborer | 16 | 2.0 | 2 | 1.4 |
| General Services | 22 | 2.8 | -- | --- |
| Student | 6 | .8 | -- | --- |

TABLE IV (Continued)

| Characteristic | Pretest | | Posttest | |
|-----------------------------------|---------|------|----------|------|
| | f | % | f | % |
| <u>Occupaton of Mother</u> | | | | |
| Housewife | 255 | 32.5 | 39 | 28.1 |
| Retired | 8 | 1.0 | -- | --- |
| Unemployed | 4 | .5 | 2 | 1.4 |
| Other | 26 | 3.3 | 6 | 4.3 |
| <u>Occupation of Father</u> | | | | |
| Professional | 265 | 33.8 | 29 | 20.9 |
| Other Professional | 184 | 23.5 | 31 | 22.3 |
| Skilled | 92 | 11.7 | 15 | 10.8 |
| Sales | 66 | 8.4 | 9 | 6.5 |
| Laborer | 20 | 2.6 | 4 | 2.9 |
| General Services | 13 | 1.7 | 3 | 2.2 |
| Househusband | -- | --- | 1 | .7 |
| Retired | 37 | 4.7 | 2 | 1.4 |
| Unemployed | 1 | .1 | -- | --- |
| Other | 75 | 9.5 | 14 | 10.4 |
| <u>Religious Preference</u> | | | | |
| Not listed | 47 | 6.0 | 3 | 2.2 |
| Agnostic | 15 | 1.9 | 1 | .7 |
| Baptist | 214 | 27.3 | 47 | 33.8 |
| Catholic | 160 | 20.4 | 15 | 10.8 |
| Christian | 116 | 14.8 | 20 | 14.4 |
| Episcopal | 14 | 1.8 | 1 | .7 |
| Jewish | 2 | .3 | -- | --- |
| Lutheran | 21 | 2.7 | 7 | 5.0 |
| Methodist | 134 | 17.1 | 22 | 15.8 |
| Other Protestant | 55 | 7.0 | 11 | 7.9 |
| <u>Degrees of Religiosity</u> | | | | |
| Very Religious | 175 | 22.3 | 34 | 24.5 |
| Somewhat Religious | 545 | 69.5 | 88 | 63.3 |
| Not Important | 53 | 6.8 | 5 | 3.6 |
| Quite Opposed | 3 | .4 | -- | --- |
| <u>Sex Education Class</u> | | | | |
| Yes | 431 | 55.0 | 58 | 41.7 |
| No | 350 | 44.6 | 69 | 49.6 |
| <u>Current Plans for Marriage</u> | | | | |
| Yes | 240 | 30.6 | 59 | 42.4 |
| No | 528 | 67.3 | 64 | 46.0 |

Of the pretest students' fathers, 34% were professionals, and of the posttest students' fathers, 22% were other professionals.

In the religious preference category, 27% of the pretest participants and 34% of the posttest participants recognized themselves as Baptist. In the pretest, 70% of the participants considered themselves somewhat religious, and 63% of the posttest participants also considered themselves somewhat religious.

In the pretest, 55% of the participants had taken a sex education class. Of the posttest participants, 50% had taken a class of similar nature.

At the time of the survey, 67% of the pretest and 46% of the posttest participants had no current plans for marriage.

Examination of Hypotheses

Hypothesis I. Persons who have completed a marriage class will have higher scores in the following categories of INFORMED than those who have not completed a marriage class: Sexuality, Personality Issues, Communication, Conflict Resolution, Finances, Leisure, Family and Friends, Realistic Expectations, and Children.

The categories concerning Sexuality, Personality Issues, Communication, Conflict Resolution, Finances, Realistic Expectations, and Children contain 11 to 17 items each. The items (Appendix A) were developed and worded so that an individual could respond specifically to feelings, attitudes, beliefs, opinions, and concerns surrounding the major content areas. A high score in these areas would indicate an understanding of the marital attitudes concerning the particular category. After

participating in a marriage education class, a person should have better knowledge of these marital issues.

Table V shows the t-test analysis by categories. The category with the most change was that of Communication. The pretest mean was 47 and the posttest mean was 54; t-value was -11. Conflict Resolution, Personality Issues, and Finances followed with the largest amount of change. The least amount of change occurred in the Leisure category with means of 46 and 47, and Family and Friends with means of 47 and 49, pretest and posttest respectively.

Probability for the nine categories listed above was at the .001 level. The level at which a hypothesis would be rejected was .05. Therefore, this hypothesis was accepted as valid for all the above categories. Those students who completed a marriage class had higher scores in the categories of Sexuality, Personality Issues, Communication, Conflict Resolution, Finances, Leisure, Family and Friends, Realistic Expectations, and Children, as predicted.

Hypothesis II. Persons who have completed a marriage class will have lower scores on the INFORMED category Idealism than those who have not completed a marriage class.

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. Items are listed in Appendix A.

Table VI shows the results of the t-test. The t-value of this category was 6.50. The pretest mean was 38 while the mean for the posttest

TABLE V
T-TEST COMPARISONS FOR HYPOTHESIS I

| Category | Pretest | | Posttest | | t | P |
|------------------------|-----------|-----|-----------|-----|--------|------|
| | \bar{x} | sd | \bar{x} | sd | | |
| Sexuality | 67.7 | 8.2 | 71.2 | 7.6 | -4.78 | .001 |
| Personality Issues | 60.1 | 7.7 | 64.9 | 7.0 | -6.75 | .001 |
| Communication | 47.3 | 6.4 | 53.8 | 6.4 | -11.03 | .001 |
| Conflict Resolution | 49.4 | 5.4 | 53.8 | 5.9 | -8.69 | .001 |
| Finances | 54.0 | 5.4 | 57.3 | 6.1 | -6.40 | .001 |
| Leisure | 45.7 | 6.1 | 47.4 | 6.1 | -3.10 | .001 |
| Family & Friends | 47.3 | 4.3 | 48.9 | 4.6 | -3.90 | .001 |
| Realistic Expectations | 47.9 | 6.5 | 51.4 | 6.2 | -5.83 | .001 |
| Children | 50.5 | 6.6 | 53.4 | 5.7 | -4.90 | .001 |

TABLE VI
T-TEST COMPARISONS FOR HYPOTHESES II AND III

| Category | Pretest | | Posttest | | t | P |
|----------|-----------|------|-----------|-----|-------|------|
| | \bar{x} | sd | \bar{x} | sd | | |
| Idealism | 37.5 | 7.0 | 33.4 | 6.6 | 6.50 | .001 |
| Roles | 51.4 | 8.7 | 51.2 | 8.2 | .20 | .842 |
| Religion | 47.4 | 10.6 | 49.4 | 9.5 | -1.74 | .082 |

was 33. A change did occur to lower the scores in the category of Idealism. The lower score reflects less Idealism after a marriage class, as predicted.

The probability level for the Idealism category was at the .001 level. Therefore, the hypothesis was accepted as valid.

Hypothesis III. There will be no difference in scores in the Roles and Religion categories between those persons who have completed a marriage class and those who have not completed the class.

The Roles category's objective is to ascertain an individual's view of the assorted roles in marriage. Parental roles, work roles, and 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.

The Religion category shows the importance that a person 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.

While these categories are discussed in marriage classes, attitudes concerning them are not likely to change as a result of a semester in a marriage education class.

In the Roles category (Table VI) the means for the pretest (51) and posttest (51) did not show a significant difference. The t-test (.10) also reflected no change.

The mean scores (47 and 49, pretest and posttest respectively) in the Religion category (Table VI) also reflect no substantial change.

The probability levels for these categories were not significant. Since the above hypothesis predicted no change and the analysis showed no change, this hypothesis was accepted as stated.

Hypothesis IV. Persons who have completed a marriage class will have higher scores on items in the INFORMED category Realistic Expectations than those students who have not completed the class.

The Realistic Expectations category contains 12 items that reflect an individual's views and attitudes about love, marriage, and relationship issues. Appendix A shows the items for this category. The category should help in determining if an individual is romanticizing or has maintained some relevant realistic expectations of marriage. High scores on the items would indicate a realistic view of marriage while low scores would reveal a more romantic notion of the relationship. After a marriage education class, a person should have a more realistic view about love, marriage, and relationship issues.

The overall category (Table VII) t-value in the Realistic Expectations category was -5.8, while the pretest and posttest means were 48 and 51, respectively. Some of the items with the most change concerned expectations of the partner to fill needs (C08), maintaining high level of romantic love (D12), and knowledge of partner before marriage (F16). Those items with the least amount of change concerned problems after marriage (C21, D25) and divorce being a sign of failure (F02). The item concerning an unhappy marriage being better than living alone (E13) did not have change in the predicted direction.

TABLE VII
 REALISTIC EXPECTATIONS ITEMS ANALYSIS

| Realistic Expectations Items | Pretest | | Group | | t | p |
|---|-----------|-----|-----------|-----|-------|------|
| | \bar{x} | sd | \bar{x} | sd | | |
| Total Score | 47.9 | 6.5 | 51.4 | 6.2 | -5.83 | .001 |
| A07 - Knowledge of self and future self | 3.8 | 1.3 | 4.2 | 1.1 | -3.77 | .001 |
| A19 - Only one person | 3.8 | 1.5 | 4.3 | 1.3 | -3.59 | .001 |
| B06 - Time heals wounds | 4.3 | 1.2 | 4.7 | .9 | -3.15 | .001 |
| B18 - Easier to be a best friend | 3.1 | 1.2 | 3.4 | 1.2 | -2.13 | .017 |
| C08 - Expect partner to fill needs | 3.0 | 1.3 | 3.5 | 1.3 | -4.00 | .001 |
| C21 - Fewer problems after marriage | 5.0 | .9 | 5.1 | .8 | -1.06 | ns* |
| D25 - Worse problems after marriage | 3.8 | 1.2 | 4.1 | 1.2 | -1.95 | .026 |
| D12 - High level of romantic love | 3.1 | 1.1 | 3.6 | 1.0 | -4.72 | .001 |
| E13 - Unhappy marriage better than alone | 5.5 | .8 | 5.3 | .9 | 2.49 | ns* |
| F02 - Divorce sign of failure | 4.7 | 1.1 | 4.9 | 1.1 | -1.83 | .034 |
| G04 - Divorce rejects marriage concept | 4.5 | 1.3 | 4.8 | 1.0 | -3.11 | .001 |
| F16 - Know partner before married | 3.2 | 1.2 | 3.7 | 1.2 | -4.30 | .001 |

* not significant

The overall probability level for the Realistic Expectations category was .001. Seven items were significant at the .001 level and four were significant at the .05 level. The items concerning problems after marriage (C21) and an unhappy marriage (E13) were not significant. This hypothesis was accepted overall, with the exclusion of the items that were not significant.

Hypothesis V. Persons who have completed a marriage class will score higher on items in the INFORMED category concerning Personality Issues than those who have not completed a marriage class.

Personal issues centered around a person's modes of thinking and acting are dealt with in the Personality Issues category. The 14 items of the category make reference to one's personal traits such as mood, cleanliness, affect, introvert-extrovert, attitude and habits. High scores indicate a knowledge of how habits and a partner's determination to change the spouse can affect a marriage. Appendix A shows the items in this category while Table VIII shows the t-test analysis. After having a marriage class, a person should have a better understanding of how issues in this category could affect a marriage.

The overall category t-value for the Personality Issues category was -6.75 while the pretest and posttest scores were 60 and 65, respectively. Those items that showed the most change in the predicted direction concerned individuals changing after marriage (A24), knowing important things about the partner before marriage (B11), and changing a partner's habits (C01). Those items that had no significant change concerned changing smoking or drinking habits (C13), being independent of the spouse (F07), and trying to change lateness habits (F08).

TABLE VIII
PERSONALITY ISSUES ITEMS ANALYSIS

| Personality Issues Items | Pretest | | Group | | t | p |
|--|-----------|-----|-----------|-----|-------|------|
| | \bar{x} | sd | \bar{x} | sd | | |
| Total Score | 60.1 | 7.7 | 64.9 | 7.0 | -6.75 | .001 |
| A12 - Changing person's habits | 4.9 | 1.2 | 5.3 | .8 | -4.27 | .001 |
| A24 - Most do not change | 4.2 | 1.3 | 4.8 | 1.0 | -5.00 | .001 |
| B11 - Know important things | 3.9 | 1.3 | 4.6 | 1.0 | -6.08 | .001 |
| E05 - Not know partner well | 3.9 | 1.2 | 4.1 | 1.3 | -1.83 | .034 |
| C01 - Changing person's habits II | 4.9 | 1.0 | 5.4 | .7 | -5.28 | .001 |
| E18 - Accepting partner's habits | 4.1 | 1.1 | 4.5 | 1.0 | -4.13 | .001 |
| C13 - Changing smoking/ drinking habits | 3.9 | 1.4 | 4.0 | 1.4 | -1.34 | ns* |
| D04 - Jealousy resolved after married | 4.7 | 1.0 | 5.0 | .8 | -3.73 | .001 |
| D17 - Stubbornness easily changed | 4.8 | 1.0 | 5.2 | .8 | -4.46 | .001 |
| F07 - Independent of spouse | 3.9 | 1.2 | 3.9 | 1.1 | 0.29 | ns* |
| F21 - Dependent on partner | 3.1 | 1.1 | 3.5 | 1.1 | -3.72 | .001 |
| G09 - Bad temper changes | 4.7 | 1.0 | 4.9 | .9 | -1.98 | .024 |
| F08 - Change time habit | 4.4 | 1.0 | 4.8 | .9 | -4.07 | .001 |
| F09 - Marriage solution | 4.9 | 1.0 | 4.9 | 1.0 | -0.26 | ns* |

* not significant

The overall probability level for the Personality Issues category was .001. Three items (C13, F07, and F08) did not meet the .05 significance level. Therefore, the hypothesis was accepted on 11 of the 14 items.

Hypothesis VI. Persons who have completed a marriage class will score higher on items in the Communication category of INFORMED than those who have not completed a marriage class.

Abilities to listen, be sensitive and committed to communicate are assessed in the Communication category. This category also ascertains the respondent's ability to express emotions, thoughts and actions clearly. The 13 items shown in Appendix A deal with mind-reading, listening, and discussion of problems. High scores in this category indicate a person's ability to communicate and maintain a relationship. After completing a marriage education class, a person should have a better understanding of the communication systems in a marriage. Table IX shows the t-test analysis for this category.

The overall category means were 47 for the pretest and 54 for the posttest and the t-value was -11. The greatest amount of change occurred in this category of INFORMED. Some of the items with the greatest amount of change were two of the items concerning mind-reading (A06 and D11) and discussing marital problems without difficulty (G10). Items that had lesser amounts of change concerned avoidance of being critical (A18), changing after marriage (E12), and not sharing negative feelings (G03).

The overall probability level for the Communication category was .001. Ten of the items also were significant at the .001 level while the other three were significant at the .05 level. This hypothesis was accepted for all the items.

TABLE IX
COMMUNICATION ITEMS ANALYSIS

| Communication Items | Pretest | | Group | | Posttest | t | p |
|---------------------------------------|-----------|-----|-----------|-----|----------|------|---|
| | \bar{x} | sd | \bar{x} | sd | | | |
| Total Score | 47.3 | 6.4 | 53.8 | 6.4 | -11.03 | .001 | |
| A06 - Mind reading | 3.8 | 1.4 | 4.9 | 1.0 | -8.70 | .001 | |
| A18 - Avoid being critical | 4.2 | 1.1 | 4.4 | 1.1 | -1.82 | .034 | |
| B05 - Difficult to communicate | 2.7 | 1.7 | 3.3 | 1.3 | -5.87 | .001 | |
| B17 - Best not to argue | 4.9 | 1.0 | 5.3 | 0.8 | -4.13 | .001 | |
| C07 - Communication easier | 3.2 | 1.1 | 3.6 | 1.1 | -4.08 | .001 | |
| C20 - Hard to change habits | 3.5 | 1.7 | 4.0 | 1.3 | -4.72 | .001 | |
| D11 - Mind reading II | 3.3 | 1.1 | 4.2 | 1.1 | -9.18 | .001 | |
| E12 - People change after marriage | 4.8 | 1.0 | 5.0 | 1.0 | -2.25 | .013 | |
| F01 - Couples eager to resolve | 3.9 | 1.1 | 4.4 | 1.0 | -5.02 | .001 | |
| F15 - Not happy with communication | 3.2 | 1.0 | 3.6 | 1.0 | -3.63 | .001 | |
| G03 - Best not share | 4.3 | 1.0 | 4.5 | .9 | -2.60 | .005 | |
| D24 - Good listener | 3.0 | 1.1 | 3.5 | 1.1 | -4.44 | .001 | |
| G10 - Talk about anything | 2.5 | 1.1 | 3.2 | 1.2 | -6.43 | .001 | |

Hypothesis VII. Persons who have completed a marriage class will score higher on items in the Financial Issues category of INFORMED than those who have not completed a marriage class.

The Financial Issues category deals with financial management, criteria used in making major purchases, handling of bills or checkbook and financial goals. Appendix A shows the 13 items included in the category. High scores indicate a person's ability to satisfactorily manage finances. A person should exhibit more knowledge of financial management in a marriage after a marriage class. Table X shows item analysis for this category.

The overall means for this category were 54, pretest, and 57, post-test. The overall t-value was -6. The items with the most change occurring concerned issues such as each partner having some of their own money (B12), taking out loans (C15), and purchasing with cash instead of credit (D19). It is interesting to note that six items did not have a significant change and yet this category overall showed an important amount of change. Those items that were not significant dealt with issues such as which partner should control the finances (A13 and A25), the wife's salary (E07), determining financial position (E20), equal allowances (F10), and keeping records (G05).

The overall probability level for the Finances category was .001. The hypothesis was accepted on seven items which met the .05 probability level requirement. It was rejected for the six items that did not reach the probability requirements.

Discussion of Results

Change in scores of some categories could have been facilitated by

TABLE X
FINANCIAL ISSUES ITEMS ANALYSIS

| Financial Issues Items | Pretest | | Group | | t | p |
|---|-----------|-----|-----------|-----|------|------|
| | \bar{x} | sd | \bar{x} | sd | | |
| Total Score | 54.0 | 5.4 | 57.3 | 6.1 | -6.4 | .001 |
| A01 - One partner handles finances | 5.0 | 1.1 | 5.3 | .9 | -3.5 | .001 |
| A13 - Both able to handle finances | 5.3 | .9 | 5.3 | .9 | -0.5 | ns* |
| A25 - Husband controls finances | 4.5 | 1.2 | 4.5 | 1.3 | .6 | ns* |
| B12 - Each have money of their own | 3.5 | 1.4 | 4.0 | 1.3 | -4.5 | .001 |
| C02 - Budgets avoid financial problems | 3.7 | 1.2 | 4.1 | 1.1 | -3.6 | .001 |
| C15 - Take small loans | 2.8 | 1.3 | 3.4 | 1.5 | -4.2 | .001 |
| D06 - Reputable place for a loan | 4.2 | 1.2 | 4.6 | 1.1 | -3.9 | .001 |
| D19 - Cash preferred over credit | 3.1 | 1.4 | 3.8 | 1.4 | -5.6 | .001 |
| E07 - Wife's salary for extras | 4.6 | 1.1 | 4.4 | 1.1 | 1.4 | ns* |
| E20 - Determine posi- tion before | 4.8 | .9 | 4.8 | 1.0 | -0.3 | ns* |
| F10 - Equal allowance | 3.4 | 1.2 | 3.6 | 1.3 | -1.5 | ns* |
| F22 - Build savings in- stead of insurance | 4.7 | 1.2 | 4.4 | 1.1 | -2.1 | .020 |
| G05 - Important to keep good records | 5.1 | .8 | 5.2 | .7 | -1.1 | ns* |

* not significant

the students being able to utilize the knowledge they had gained about marital issues in their present relationships. Examples were the categories concerning Communication, Personality Issues, Conflict Resolution, and Idealism. It is speculated that the Leisure and Family and Friends categories had the least amount of change in part because it is hard for single persons to realize the effect these issues can have on a marriage relationship.

Significant changes were as follows:

1. two of the items in the Personality Issues category with the most change were concerning changing the partner's habits;
2. the items which reflected the over-all most change concerned mind-reading in the Communication category;
3. all items in the Communication category were significant beyond the .05 level; and,
4. the Financial Issues category had only seven items out of 13 that were significant.

The Olson and Gravatt study (1968), discussed earlier in the Review of Literature, reported changes similar to those found in this study. Categories with change in the Olson and Gravatt study were Early Marital Adjustment, Sex Information, and Resolution of Conflict, which would compare with Realistic Expectations, Sexuality, and Conflict Resolution, respectively, from this study.

McKeachie (1962) found that a factor in determining the degree to which students learn is their level of motivation. If students see material as relevant in their relationships, they will likely have a higher motivation to learn. This finding would address the reason for some of

the changes as well as the reason for lack of changes in some of the other categories.

Duvall (1965), in a study to evaluate the effectiveness of marriage courses, found that the courses were effective in bringing about measurable changes. This study showed measurable changes in the areas of Sexuality, Personality Issues, Communication, Conflict Resolution, Finances, Leisure, Family and friends, Realistic Expectations, Children, and Idealism.

CHAPTER V

SUMMARY

The purpose of this study was to assess the effects of a college marriage course on marital attitudes which are most affected by the course. This was done by utilizing INFORMED, the Inventory for Marriage Education, which included topics such as: Idealization, Religion, Realistic Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sexuality, Children, and Family and Friends.

The growing concern about marriage relationships has in turn increased studies on the effects and benefits of marriage education. Courses which educate about marriage are open to students on the high school and college levels. Most courses have as a goal the presentation of functional skills and attitudes related to marriage, yet they are extremely divergent in both the teaching and content of the course. Textbook developments have been successful in standardizing course content but few standardized tools are available to assess students' marital attitude changes during the course. It was a goal of this project to find out if INFORMED could measure the attitude changes that would occur.

Review of Pertinent Literature

Marriage education has been designed to increase students' knowledge of family relationships as well as providing information and experiences relevant to the students' personal lives. Some of the objectives are:

(1) to give students a broad knowledge of the family relations field; (2) to increase students' understanding of societal attitudes about the family; (3) to increase students' competency in relating to others; and (4) to increase understanding of the opposite sex. Since difficulties occurring in the dating process may transfer into marriage, some of the goals an educator may help his/her students to achieve are: (1) achievement of a good self-concept; (2) appropriate behavior in a dating situation; (3) development of behavioral and communication skills for heterosexual interaction; and (4) stimulation of behavior change.

A couple's marital satisfaction is dependent upon accomplishing developmental tasks both as an individual and as a married couple. Based upon studies, a marriage education program could be formulated from the following list of topics: sexuality, family and relatives, friends, parenthood, career plans, finances, communication and decision making, religious values, and role relations.

Students in a marriage education class gain a better personal and social attitude toward marriage, insight into oneself and others, and understanding parents. They are more likely to postpone marriage until they are prepared to assume the roles and responsibilities that make a successful marriage.

In researching the effectiveness of marriage classes, researchers have found that courses have been subjected to many types of evaluations ranging from collecting students' subjective reactions to the use of standardized instruments. The instruments were found effective in measuring changes in student understanding, attitudes, expectations, and/or the abilities being tested.

An important consideration in striving to increase student learning of course material should be motivation factors. If students are involved in a relationship and enroll in marriage education with their partner, they tend to see the material as more relevant and important. Hence, they have a higher motivation to learn.

Methodology for Validation

The instrument utilized for the pretest and posttesting was the Inventory for Marriage Education, INFORMED. The scale consisted of 152 items divided into 12 categories. The categories were as follows: Idealism, Realistic Expectations, Personality Issues, Roles, Communication, Resolving Conflicts, Finances, Leisure, Sex, Children, Family and Friends, and Religion.

T-test computations were used to analyze the data and obtain means, standard deviations, and probability estimates for all category and item analysis. Although time consuming, the necessary system of coding the results was utilized to insure reliability of the project.

Summary of Findings

The primary purpose of this study was to use INFORMED, an inventory of marital attitudes, to assess the effects of a college marriage course on marital attitudes. The results were as follows:

1. persons who completed the marriage class demonstrated a better knowledge on INFORMED categories: Sexuality, Personality Issues, Communication, Conflict Resolution, Finances, Leisure, Family and Friends, Realistic Expectations, and Children;

2. persons who completed the marriage class showed less Idealism on scores in that category of INFORMED;

3. there were no differences in the scores in the Roles and Religion categories of INFORMED after the marriage class; and,

4. persons who completed the marriage class had higher scores on most items in the categories of Realistic Expectations, Personality Issues, Communication and Finances.

Another goal of this study was to identify whether specific categories of marital attitudes were more affected by the course than others. The Communication category had the most change with the categories Conflict Resolution, Personality Issues, Idealism, and Finances following.

Recommendations and Conclusions

The major conclusion which may be drawn from the results of this study is that INFORMED is able to assess marital attitude change.

It is strongly recommended that the following additional studies be done, utilizing the INFORMED inventory:

1. a high school sample from a marriage class with pretest and posttest;

2. pretest and posttest sample with a control group;

3. a sample of a marriage class with no pretest compared with previous pretest and posttest studies to determine effects of the pretest;

4. a study that compared couples and non-couples enrolled in separate sections of the same class;

5. a study done comparing high school to college to see at what age marital attitudes change the most; and,

6. a study with the posttesting done after marriage.

Although many factors influence marital adjustment, lack of premarital preparation is a factor in many relationships that end in the early stages. Much more is expected from marriage relationships than in the past. Marriage classes aid in changing the students behavior toward a better personal and social attitude toward marriage. Efforts in marriage preparation are justified considering the serious impacts of divorce.

The INFORMED Inventory is capable of measuring marital attitude change. It has the potential for becoming a valuable instrument for the assessment and training of the single person considering marriage. It provides educators helpful information in facilitating healthy relationship patterns in individuals.

With research as previously described, marriage courses will effectively provide realistic conceptions of love, sex, and family relationships, and develop the attitudes and skills necessary for competence in marriage.

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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 |
|-------------------|-------|--------------------------------|--------------------------------|----------|----------------------|
|-------------------|-------|--------------------------------|--------------------------------|----------|----------------------|

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 no two partners 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 change after marriage.
- F08. A person who is always late before marriage will probably improve after marriage.
- 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 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 chance 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 couples' lifestyle.
- D02. Couples should wait at least three years before starting a family.
- D15. Having children could have a strong negative effect on a marriage.
- E03. Raising children is a natural thing that most people need little help doing.
- E16. Married persons will automatically feel closer to each other after having a child.
- F05. Most couples agree on the number of children they want and when to have them.
- F19. Most couples agree on the best form of discipline for their children.
- G07. If my spouse wanted a child I would agree to have one even if I was against the idea.

APPENDIX B

INFORMED BACKGROUND FORM

BACKGROUND FORM

CONFIDENTIAL

PLEASE DO 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 |

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

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

1. Afro-American/Black 4. American Indian
 2. Asian-American 5. Spanish Descent
 3. Caucasian/White 6. Other _____ (specify)

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

Yes No

If yes; was it a

- High School Class Both High School and College
 College class Other _____ (specify)

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

yes No

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

- once a day once per week rarely
 three per week once per month never

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

1. They have never talked to me about Sex Education
 2. They only talked to me about it when I asked questions
 3. They approached me and we discussed the subject
 4. We have talked in length about the subject and I feel I can ask them any questions without 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

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

Yvonda Anglin Sieber

Candidate for the Degree of

Master of Science

Thesis: EFFECT OF A COLLEGE MARRIAGE COURSE ON MARITAL ATTITUDES

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, October 20, 1956, the daughter of Ralph and Carolyn Anglin. Married to J. Eric Sieber on May 23, 1981.

Education: Graduated from Carl Albert High School, Midwest City, Oklahoma, in May, 1974; attended Oscar Rose Junior College, Midwest City from September, 1974 through December, 1975; received Bachelor of Science Degree in Home Economics Education from Oklahoma State University in 1978; completed requirements for Master of Science Degree at Oklahoma State University in May, 1986.

Professional Experience: Substitute teacher in Mid-Del School System, September, 1978 to May, 1980; Infant and Toddler Caregiver, Stillwater Child Development Center, July, 1980 to July, 1981; Volunteer, Stillwater Domestic Violence Service, August, 1980 to September, 1981.