

CHANGES IN SELF CONCEPT AND PERCEPTION
CONCERNING MARRIAGE OF STUDENTS
ENROLLED IN A JUNIOR COLLEGE
MARRIAGE EDUCATION COURSE
WITH IMPLICATIONS
FOR TEACHING

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CHAPTER I

INTRODUCTION

A person's feelings about self affects his feelings about others. Since this acceptance or rejection of self is of major importance in how one adjusts to the outside world, one could consider this acceptance of self as a goal in education. According to Bishop (1966, p. 268), "The task of the school is to help each individual develop a concept of and a role for self, and to facilitate a continued enculturation; it is to enable each learner to make individual sense out of the universal of stimuli." He feels that this task can be simplified if teachers will understand and value each student as a person of integrity and worth and fashion curricular and guidance procedures in an individualized manner.

The student is the central force in the task as defined above, attention must also be given to the instructor. Rogers describes the instructor as a "facilitator" or a "catalyst" who frees the learner to take initiative. According to Rogers (1967), promoting learning requires that the teacher must be willing to be a person with thoughts and feelings that are pertinent to the time. The teacher's role is to help the student to understand and accept himself and to work toward the development of his potentials. The teacher must care, trust, and respect the students, and strive to enhance the atmosphere for learning. He must show a genuine interest in the student and practice sensitive

and empathetic listening which promotes initiative and growth.

Ideally the interpersonal relationship between student and teacher encourages a student to accept self and others. In accepting self, students have a greater tendency to improve self and consequently develop a more positive self concept. According to Combs (1962), the way an individual perceives his own adequacies and deficiencies and the way he believes others view him have a special bearing on how that individual accepts others and confronts any new experience. Bills (1969) states that "Attitudes toward self and other people are most important for intellectual functioning of a person." The student can sense he is accepted by the teacher. This acceptance causes him to have a positive attitude toward the teacher and what is being taught. According to Amidon (1966, p. 96), the behavior of the teacher affects the behavior of the learner. His theory is that there are certain identifiable teacher behaviors that inhibit and others that enhance pupil learning. The challenge lies in the ability of the teacher to condition the student to accept himself, respect the teacher, and develop an interest in the subject being taught, and consequently improve his self concept.

It is the belief of the writer that the role of the teacher in a marriage education class will be to motivate the student to improve his self concept and to develop a positive attitude toward self and toward marriage.

Statement of the Problem

The purpose of this study was to discover if a marriage education course would affect changes in the concept students had of themselves

and in the perception concerning marriage.

In order to accomplish the above purpose the objectives stated below were pursued.

Objectives of the Study

1. To review the literature regarding education for marriage and the self concept.
2. To re-evaluate the marriage education course being taught by the researcher.
3. To determine changes in the student's self concept particularly as it relates to the family, society, and the criticism he has of himself, on the basis of both a pretest and a posttest.
4. To determine changes in students' attitude toward marriage on the basis of a pretest and posttest.
5. To draw implications from the findings for a marriage education course.

Objectives 3 and 4 lead to the formulation of the following hypotheses.

Hypotheses of the Study

1. There is no significant difference in students' total self concept - as indicated by a self concept scale - before and after completing a marriage education course.
 - a. There is no significant difference in the concept students have of their family self - as indicated by a self concept scale - before and after completing a marriage education course.
 - b. There is no significant difference in the concept students have of their social self - as indicated by the self concept

scale - before and after completing a marriage education course.

- c. There is no significant difference in the students' criticism of themselves - as indicated by a self concept scale - before and after completing a marriage education course.
2. There is no significant difference in students' perception concerning marriage - as indicated by a perception of marriage scale - before and after completing a marriage education course.

Basic Assumptions of the Study

The study is based upon the following assumptions:

1. The Tennessee Self Concept Scale (Fitts, 1965) will measure changes in the self concept of the subjects.
2. The Favorableness of Perception Concerning Marriage Scale (Parker, 1971) will measure changes in the perception concerning marriage of the subjects.

Limitations

1. The study was limited to the students enrolled in the marriage education classes in the fall and spring semesters of 1969-70 at Connors State College. The total group numbered 108.
2. The Tennessee Self Concept Scale is an instrument which provides individual scores related to the total self concept, physical self, the moral-ethical self, the personal self, the family self, the social self, and self criticism. However, in this study only the total self concept score, the family self concept score, the social self concept score, and self-criticism score were used.

3. The instrument used to identify the perception of marriage was limited to the Favorableness of Perception Concerning Marriage Scale. This instrument was used in its entirety.
4. The marriage education class was treated as a total group in both the pretest and posttest scores; a comparison of scores of individual students was not made.

Definitions

Self Concept (Baldwin, 1965) -- A picture of the person as he sees himself. It involves all the experiences of an individual and what he has learned through the role he plays and through what others think of him as reflected into his own image of himself.

Self-Esteem (Kelley, 1962) -- A general positiveness of self-picture which is carried into any situation into which a person enters.

Functional Marriage Education (Silverman, 1962) -- The kind of marriage education that is primarily directed at helping the student attain his maximum capacity. The course is not directed at helping the student attain his maximum knowledge about marriage. It is focused more in the direction of growth and internalization of knowledge than toward pure intellectuality.

Behavioral Objectives (Bloom, 1956) -- A statement which defines a desired behavior related to given conditions to achieve an intended educational outcome.

Concepts (Bloom, 1956) -- Abstractions used to organize the world of objects and events into a smaller number of categories.

Generalizations (Bloom, 1956) -- Factors that express underlying truth, have element of universality, and usually indicate relationships. They give meaning and understanding to concepts. They are based on objectives, experiences, or on theory accepted by specialists in the field.

Procedure

Steps taken to accomplish the objectives of the study were as follows:

1. Reviewed literature and research related to the areas of self concept and perception concerning marriage.
2. A review of the marriage education course and a consideration of possible changes necessary to better define the students' self concept and perception concerning marriage were made.
3. The Tennessee (Department of Mental Health) Self Concept Scale (Fitts, 1965) was selected as the instrument to use in determining if changes occurred in the self concept.
4. The Favorableness of Perception Concerning Marriage Scale (Parker, 1971) developed by Dr. Nick Stinnett in the Family Relations and Child Development Department at Oklahoma State University was selected as the instrument to measure the students' perception concerning marriage.
5. During the first week of the first semester, (September, 1969), and the first week of the second semester, (January, 1970), The Tennessee Self Concept Scale and the Favorableness of Perception Concerning Marriage Scale were given as a pretest to the students enrolled in the marriage education class.
6. The marriage education course was taught with:
 - a. Emphasis toward a better understanding of self
 - b. Emphasis toward developing a wholesome attitude and perception concerning marriage.
7. The last week of the semesters, (December, 1969, and May, 1970), the Tennessee Self Concept Scale and the Favorableness of Perception Concerning Marriage Scale were administered as posttests.
8. Scoring for The Tennessee Self Concept Scale was done at Oklahoma State University Computer Center.

9. The Favorableness of Perception Concerning Marriage Scale was scored by hand.
10. Analysis of data to determine if the total positive self concept, family self, social self and self criticism scores changed between the pretest and posttest was made. The unrelated t test was used.
11. Analysis of data to determine if the perception concerning marriage had changed between the pretest and posttest.
12. Following the analysis of data, conclusions, suggestions and recommendations were made for a marriage education course.

Summary

This chapter has included an introduction, statement of the problem, objectives and hypotheses (upon which the study was based), basic assumptions of the study, delimitations, definition of terms, and finally the procedure that was followed. Chapter II is a review of literature related to the self concept, the attitude and perception concerning marriage, and the marriage education curriculum; Chapter III, the nature of a specific marriage education course; Chapter IV, changes in the self concept of students in a marriage education course; Chapter V, changes in the perception concerning marriage in a marriage education course; and Chapter VI, the summary, conclusions, and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

"Education via schools and universities is being challenged to become one of the chief avenues for helping the individual to understand himself and others and to develop a sense of identity and worth," (Moravek, 1970). In this respect recent theory and research point to the importance of the self concept in understanding and predicting constancies as well as changes in behavior (Engle, 1959; Brownfain, 1952; Rogers, 1954; Taylor, 1955).

The first section of this chapter is a discussion of Self Concept including:

- A. Meaning or interpretation
- B. Relationship between self concept and education
- C. Development of the self concept
 - 1. The relationship of the developmental task of self concept
- D. Measuring the self concept

The second section will deal with the Relationship Between Self Concept and Attitudes Toward Others. The third section pertains to Attitudes and Perceptions Concerning Marriage, and the fourth section deals with Marriage Education.

Self Concept

Meaning or Interpretation

Urylie (1961) has said that because of the over-lapping of meanings of terms related to self, both in literary definitions and in operational definitions, the design, instrumentation, and findings of research in the area of self become difficult to interpret and evaluate. However, the interrelated and over-lapping of terms makes it necessary to define them to better understand research findings.

Attitudes such as self-acceptance, self-esteem, self-satisfaction, and distinctions among self, ideal self, and projected self are among the most commonly studied. Self acceptance is interpreted as meaning and respecting oneself, including one's faults. Self acceptance may be regarded as self esteem or identified as a positive self concept.

Researchers recently have turned their attention to those problems that relate directly to self concept and have begun to study the concept of self as a generalized personality construct (Freder and Strong, 1961). Since this study is concerned in part with the effect a marriage education course might have on self concept, it is necessary to examine the problems that relate directly to the self concept, in order to better understand the behavior of students and their feelings toward self and others. A healthy self concept is encouraged in a marriage education course. A healthy self concept involves: (1) self-understanding acceptance, (2) a positive, realistic self-image, (3) freedom to be oneself, (4) openness to experience, (5) trust in one's organism and, (6) internal consistency (Hall and Lindsey, 1957). In relation to personal interactions the importance of a healthy self

concept is obviously important when one considers Rogers' (1951) self-theory which says that if a person thinks well of himself he is likely to think well of others..

The self concept, according to Pietrofesa (1969), is a composite of numerous self percepts and encompasses all of the values, attitudes, and beliefs toward one's self in relation to the environment; the self concept influences, and to a great degree determines, perception and behavior. Sarbin (1954) stated that "The self is what the person is." Therefore, every evaluative statement that a person makes concerning himself can be considered a sample of his self concept.

Studies have been done on self concept as therapy research, but Rainy (1948) was one of the first to develop a methodology for measuring self-reference changes during psychotherapy. Because he observed that positive changes took place in the way the person referred to self during successful counseling, the self concept emerged as an important variable in counseling evaluation. Findings like this caused educators to become concerned about their role in improving the self concept of the students.

Rentz and White (1967) point out that a combination of personality factors that seem to define a general self-concept dimension is the concept of self-fulfillment. A person that is self-fulfilled is satisfied with self. Only when an individual can maintain some degree of integrated self-acceptance and recognize his need for some level of fulfillment can he begin moving toward an ego ideal. Self-fulfillment is accomplished when a person perceives that others are accepting him and recognize his qualities as a person. This gives him a feeling of being a person. The feeling of being accepted and wanted results in

self-acceptance and self-fulfillment. Educators need to realize that some students in class are not self-fulfilled, and consequently their behavior is affected. To be accepted and recognized in class possibly gives to some students satisfaction that has never before been experienced. This could open up a whole new world for them.

The perception of self is one's self image. An individual's behavior is affected by how he perceives his image. Carter (1968, p. 217) states that the negative self-image of Mexican-American children is a principal reason for the group's lack of school success. Manuel (1965, p. 189) agrees that Mexican-American youth are constantly frustrated and disappointed in school because a stereotype image is projected onto them. This causes them to feel inferior. They are identified as lazy, unambitious, and not very intelligent. It is assumed that the child internalizes the "Anglo" stereotype of the "Mexican" (Manuel, 1965). Manuel (1965, p. 217) contends that the child caught in a syndrome of failure withdraws from the battle and assumes the inferior feelings ascribed to him by the school. The child judges himself against the "Anglo" school's norm of success.

Carter's (1968) study was in an area that had a population of approximately 65% Mexican-Americans, the majority being children of low-paid workers. The "Anglo" population had a more normal distribution of income. Carter (1968) found that it was obvious that the teachers and administrators believed the Mexican-American children to be inferior. The influence of the environment suggests that the supposed negative self-image of the Mexican-American is, in reality, a negative stereotype projected onto him.

The stereotype projected on the person places the individual in

the position that since the role is already set for him, there is no incentive to improve. This causes the person to perceive himself in a negative way and consequently he often displays maladjustment.

Calvin and Holtzman (1953) also found poor self concept and poor insight to be directly related to maladjustment. Engle (1956), too, found a high degree of relationship between positive self concept and good adjustment. She did a two year study on the stability of the self concept with adolescents and found that a student with a negative self concept has a tendency to display greater evidence of maladjustment.

Relationship Between Self Concept and Education

The awareness of the educator's responsibility in developing or improving the self concept has caused different school systems to take a critical look at their role. According to the Florida Education and Research Development Council (1957), the education systems are emphasizing the need to help students to develop a greater understanding of self through insight into self. Four steps were suggested for the teacher to follow in building adequate and realistic self concepts:

1. See each student as a person of worth and dignity,
2. Provide an educational atmosphere characterized by warmth, respect, and safety,
3. Be sensitive as to how the student sees things; and
4. Convince each student he is capable of coping with the school's expectations (Florida Education and Research Development Council, 1957).

Experimental programs in education show that when students realize that the school cares about them, their perception of self is affected. Krugman (1961) reviewed several experimental programs being tried in

New York City, and found that some programs produced changed concepts of self by giving children the feeling that the school cared and by providing success experiences. Changes in self concept were accompanied by higher levels of aspiration and better adjustment. Changes in the student's self occur as a result of the learning situation; therefore, teaching methods should be adapted so that definite changes of the kind sought for will occur in the self without loss of academic gain in the process (Staines, 1956). Self-concepts then can be modified when optimal situations are available (Frankel, 1964).

Jones and Strowig (1968) found that adolescent identity, student self-concept, and self-expectations appear to be positively related to scholastic achievement. It seems that one's insights into a better understanding of others will enable one to make meaningful decisions and accomplishments. Findings that show the results of the student's perception of self upon scholastic achievement indicate the need to accept and encourage students. It is obvious to the writer that this should be the starting point in the classroom setting.

The feelings about oneself affect the personal-social and academic growth of students within the school. It is the responsibility of the educator to present meaningful school experiences that will encourage positive self concepts. Since it is accepted that attitudes, values and beliefs about self, others, and the environment are set early in life, schools are in an advantageous position to change or improve the student's self concept. The educator should realize the responsibility he has to each student. This will include creating a classroom atmosphere that will encourage participation of students

and help students realize that they are unique human beings with many good qualities that need to be developed. Uniqueness of self is caused by the way an individual has progressed through the different stages of development.

Development of the Self Concept

The concept of self-development through a succession of stages is shown in the work of Sullivan (1953), Havinghurst (1953), and Ericson (1963). They recognize that individuals are not the same at any stage in growth and maturity. The environment that is conducive to development of self encourages a positive self concept and the one that is deficient creates a condition that makes a person much more susceptible to the development of a negative self concept. The kind of environment to which a person is exposed through the family, as well as other social groups, affects the development of the individual. A wholesome environment is conducive to a wholesome development of self, and an unwholesome environment can be detrimental.

Parents and siblings are the first natural contacts in a family environment. The desirable way is to accept the child and to give him the help and the protection that is needed to begin human existence. The environment that is adequate will be emotionally and physically wholesome and will lead to the individual's achievement of a normal and healthy growth in all aspects of life.

One of the interpersonal relations is that of living with other human beings within the environment to which the person is exposed. Interacting in a healthy way with others is a basic need to develop an individual that can accept self and others. In Sullivan's (1953) view,

there are two kinds of basic goals for human behavior. The first is the pursuit of "satisfactions," by which he means the physiological needs, such as food and drink, sleep and rest. The second type or goal is the pursuit of "security," the feeling of belonging, acceptance, and well-being. Sullivan (1953) further states that most human problems develop in the pursuit of security. The feeling of belonging, acceptance, and well-being are the easiest to neglect. It is recognized that food, sleep, and rest are needs that require immediate attention and have a tendency to be fulfilled. To neglect the emotional needs of a child creates anxieties.

Anxieties begin very early in the child's relationship with his mother or other significant persons and may carry over into many areas of adult life. Fortunately, if one has a stable home and community, he has an opportunity to progress naturally, meeting the problems and tasks of each level of development with a maximum of confidence and success (Sullivan, 1953).

The Relationship of the Developmental Tasks to the Development of Self Concept

The theory developed by Robert I. Havinghurst (1953) is that a human being progresses through several stages of development from infancy to childhood and through adolescence to adulthood. He identifies these stages as the developmental task.

A developmental task is defined as a task which arises at or about a certain period in the life of an individual, and if successfully achieved leads to happiness in the individual. Unsuccessful achievement leads to disapproval by society and difficulty with later

tasks (Havinghurst, 1953). This means that if a developmental task is not satisfactorily accomplished at the appropriate time, it may not be achieved at all. If it is achieved at a future date, it may not be achieved as well. Failure may be reflected not only in the task itself, but in the incomplete fulfillment of other stages of development. Each stage has importance for the individual who is learning to live in a complex society.

This theory deals dynamically with the challenge of human development, keeping responsibility in the developing person and still allowing room for the helping and assisting roles of family members, school personnel, and community workers. The developmental task theory covers the entire life cycle. The stages of the task affect the way a person perceives himself. If an individual is encouraged and allowed to progress through the stages, the perception of self will have an opportunity to be desirable. The developmental process of man and the stages that he progresses through affect the way or manner in which he perceives himself. If he is given the opportunity to develop in a desirable way, he will develop a positive attitude toward self. An individual needs to feel that he is accepted by others. If one feels rejected he has a tendency to perceive himself in a negative way.

Another theory developed by Ericson (1963) identifies these stages of development as stages in man's life cycle. His theory is that personality can be said to develop according to steps predetermined in the human organism's readiness to be driven toward, to be aware of, and to interact with a widening social radius, beginning with a dim image of a mother and ending with an image of mankind (Ericson, 1963). There are eight stages which he has identified in man's

development, and the special crises they bring. Ericson says that these steps between the negatives and positives in each crisis must be fought through successfully if the next developmental stage is to be reached; no victory is completely or forever won. The eight stages and crises are as follows:

1. Infancy: Trust versus Mistrust
2. Early Childhood: Autonomy versus Shame and Doubt
3. Play Age: Initiative versus Guilt
4. School Age: Industry versus Inferiority
5. Adolescence: Identity versus Identity Diffusion
6. Young Adulthood: Intimacy versus Isolation
7. Adulthood: Generativity versus Self-absorption
8. Senescence: Integrity versus Disgust

Failures to progress adequately from one stage to the next are numerous. The adolescent who does not establish his autonomy and free himself from his childish dependence on his parents may have difficulty in developing socially as a teenager and may continue to be dependent even as an adult. The lack of development in an individual can reflect after marriage in the development of his children. If an individual fails to accomplish a stage, it is difficult for him to guide his children through the same or similar stage. The acceptance or rejection that the person had during the development of the self concept until the time that he enters a marriage education course affects his perception of self. Since these stages are of major importance in the development of an individual, an instructor needs to be aware of the reasons for certain behaviors by the students and accept him on these bases. Accepting the student as he is and trying to understand each as a human being should be a challenge to the instructor.

Measuring of Self Concept

The adjective check-list, questionnaire, and rating scale are the most frequently used types of instruments for inferring over-all self concept. Urylie (1961) lists four major types of instruments:

1. Those which endeavor to assess self acceptance directly by asking how the individual feels about his interpretation on several characteristics.
2. Those that use the direct approach and make a distinction between ratings of self and self ideal.
3. Those which use a self-minus-ideal distinction, a self-ideal and
4. Those that depend upon self reports only, discrepancy being determined by external judges who evaluate the scale.

The Likert-type rating scale is constructed to measure self concept based on a five-point scale. Statements or personality traits are rated on a scale. The response can range from "never" or "seldom" to "very often" or "most of the time." The ratings are scored to arrive at a total score which is the sum of the ratings for each item. The range of responses allowed on each statement given to the Likert-type scale provides somewhat accurate information about the individual's opinion on the area described by the item (Hall, 1967). The Tennessee (Department of Mental Health) Self Concept Scale, is a Likert-type rating scale and will be described in the following section.

The Nature of The Tennessee (Department of Mental Health) Self Concept Scale

Two forms of the instrument (The Tennessee Self Concept Scale) are available: the Counseling Form and the Clinical and Research Form. Identical questions are found on both forms, but the methods of scoring

and the development of the profile differ. The Clinical and Research Form is more complex in scoring, analysis, and interpretation. Both forms can be scored either by hand or by machine through the test publisher (Fitts, 1965). A detailed description of the form will be given in Chapter IV.

Fitts (1965) has indicated that The Tennessee (Department of Mental Health) Self Concept Scale has been used as the measuring instrument with a variety of groups of people from the psychotic patients to healthy, well-adjusted individuals. Fitts and Hamner (1969) have recently done research relating to the rehabilitation of delinquents. They state that using a common instrument for these studies has made it possible to study the self concept in greater depth and scope. The theoretical framework for this study is

that the way an individual views and interacts with the world around him is partly a function of the way he views himself (self concept); that his behavior is a reflection of his self concept; that his self concept is influenced by his behavior, the reactions he gets from the external world, and his own reactions to himself. Thus, there is a constant interaction between his self concept and his behavior with each influencing the other (Fitts and Hamner, 1969).

Relationship between Self Concept and

Attitudes Toward Others

Rogers (1951) was the first to attempt to show a relationship between attitudes toward self and attitudes toward others. Sullivan (1945) proposes that our attitudes toward the self determine the attitude we hold toward others. "If there is a valid and real attitude toward self, that attitude will be manifest as valid and real toward others." Evidence for the relationship of negative attitudes toward

the self and toward others has been obtained. Balester (1956), Deitcher (1959), and Purcell (1961), compared an adolescent delinquent group with matched nondelinquent controls. In each case, the delinquents were found to have significantly lower scores on the several self-esteem or self-concept measures utilized.

Many theorists believe that the level of self-regard correlates positively with the degree of regard a person has for others. Berger (1952) devised two scales with one consisting of statements on self-acceptance and the other on the acceptance of others. Results indicated that expressed acceptance of self is positively correlated with expressed acceptance of others. Sheerer (1949) found that expressed attitudes of acceptance of self showed a statistically significant positive relationship with the expressed attitudes of acceptance of others. Stock (1949) confirmed the results obtained by Sheerer (1949). A significant positive correlation was found by Fey (1954) to exist between scores for self-acceptance and acceptance of others. Zuckerman, Baer, and Monashkin (1956) found significant correlation between self-acceptance and acceptance of mother, father, and "people."

Observations of a relationship between feeling toward self and feelings toward others have been made mostly in clinical experiences. Only recently have attempts to study this relationship systematically been done. Alfred Adler (1921) was among the first to make such an observation - "a tendency to disparage" arose out of feelings of inferiority as an overcompensation.

Horney (1937) has stated that the person who does not believe himself lovable is unable to love others. According to Fromm (1939), self-love and the love of others go hand in hand. He proposes that a

failure to love the self is accompanied by a basic hostility toward others which arises out of the suppression of his "real" self.

Other studies providing evidence regarding the relationship of attitude toward self and attitude toward others were done at the University of Chicago by Carl R. Rogers (1949).

Studies by Cohen (1959), Dittes (1959), Deutch and Solomon (1959), showed that a person with a favorable self-picture did not respond negatively to threatening evaluations. Their personal evaluation of themselves and of their "attackers" did not weaken the positive feelings about self. Constructive criticism was recognized more clearly by high self-esteem subjects.

Scalon (1967) measured the degree of high or low self-esteem in individuals who were affected by stress. Stress tolerance is generally associated with individuals having integrated personalities. Stress impairs the performance of individuals having low self-esteem, as measured by The Tennessee Self Concept Scale; however, it was not evident with individuals having high self-esteem. It was tentatively concluded that high stress tolerance and positive self-attitude were positively related.

Research findings indicate that if a person has a negative attitude toward self that he too will have a negative attitude toward others. To improve the student's attitude toward self should be one of the greatest challenges to an educator.

Attitudes and Perceptions Concerning Marriage

Parker (1971) says there has been very little research dealing with favorableness of perception concerning marriage in general. She

continues to say that, "Most of the literature dealing with attitudes and perceptions concerning marriage has focused upon attitudes concerning mixed marriages and marriage role expectations."

Another study done on attitudes concerning marriage involving 40 unmarried college students revealed inconsistent attitudes toward marriage (Sewell, Bowen, and Lieberman, 1966). The subjects were asked to select those people they believed to be married from photographs of twelve men and twelve women who had been rated as "plain" or "good looking" by the researchers. "Each sex chose as being married those of their own sex who were 'plain' and those of the opposite sex who were 'good looking'."

Another study done by Christopherson, Vandiver, and Krueger (1960) revealed that many college couples felt that marriage had been a great stabilizing factor in their lives. The feeling that marriage had been a stabilizing factor in their lives was expressed by both men and women. Brenton (1969) found that men tend to feel marriage is of greater benefit to women than to men.

Wallin (1954) also found that males tended to have less favorable attitudes toward marriage than did females. The way they perceived the parents' marriage affected their attitude from the degree of happiness toward marriage. He suggested that the more positive attitudes of females toward marriage tend to be due more to the fact that marriage represents a major part of the female's future. Another factor could be that in many societies females may be marriage oriented.

A similar study by Williamson (1965) indicated that females appeared to be more anxious to marry than males. White (1955) suggested that this finding may be related to the fact that marriage

seems to be emphasized in the process of socialization for women more than for men.

In another recently published investigation of college students' attitudes toward marriage, Stinnett (1971) found that the greatest proportion of the students indicated that effective communication was: (a) the most important characteristic of a successful marriage, (b) the major problem in marriage, and (c) the area of marriage about which they most desired information. He also found that love was most often mentioned as the primary purpose of marriage. This finding coincides with Burgess and Wallin's (1953) report that engaged men and women also rate love as the most important reason for marriage.

A recent study by Parker (1971) on Favorableness of Perception Concerning Marriage used the same scale as the present study. The subjects were students enrolled in the undergraduate marriage course at Oklahoma State University. In her study she found that females perception of marriage was more favorable than males. She also found that the subjects that had a happy childhood perceived marriage in a more favorable way than ones with unhappy childhood. The subjects thought that the most important factor in achieving marital success was the determination to have a successful marriage. She also found that the subjects thought an exposure to a previous family relations course was beneficial.

Many researchers would agree that the one factor most closely associated with marital adjustment is happiness of the parents' marriage (Kirkpatrick, 1963). Landis (1970) agrees that college students from homes that are happy have greater confidence in making a successful marriage than those students from unhappy homes.

Among the major concerns faced by unmarried youth are the attitudes that they and their prospective mates have regarding marriage (Satir, 1964). They realize that the attitudes with which the couple enter marriage make a difference in the way they adjust in marriage. The nature of an individual's behavior in marriage is partially influenced by his attitudes toward such issues as the most important characteristic of a successful marriage, and the most important factor in achieving a successful marriage (Stinnett, 1971).

The interpersonal interdependent approach in the marriage course makes the student aware of his responsibility to self and to the marriage partner. Before he can decide the kind of marriage partner he needs and wants, he must first try to understand and accept self. Fromm (1947) says that an individual can love others only to the extent that he can love himself. Love from others involves interpersonal relations.

Stinnett (1971) suggests that "the nature of a person's behavior in marriage is strongly influenced by the favorable or unfavorable perceptions he has developed toward marriage." He further states that the research and classroom instruction that encourages youth to examine attitudes and perceptions concerning marriage may contribute to self understanding and more positive behavior in marriage.

Duvall (1965) states that some research reveals that unmarried youth often have unrealistic stereotypes of marriage and family life. Stereotype feelings can be created by superficial romantic relationships rather than realistic ones. Mass media often emphasize the problems and disadvantages rather than the advantages of marriage.

Other factors that contribute to negative stereotypes of marriage

are suggested by Womble (1966) who found that some students perceive marriage as undesirable because of their own feeling of inferiority. Consequently, they feel they are not worthy of marriage. Reasons for unworthy feelings can be caused by a previous love affair or guilt feelings for previous actions that developed unfavorable attitudes and perceptions concerning marriage. Unfavorable experiences can contribute to the forming of negative attitudes concerning marriage. Expecting the impossible from a marriage partner may contribute to the forming of unfavorable attitudes and perceptions. He continues by saying that the fear of financial pressures, fear of loss of personal freedom, and fear of marriage itself could be additional factors (Womble, 1966).

Individuals are conditioned by the total family pattern concerning attitudes and their perception of marriage (Landis, 1970). Stinnett's (1971) findings were that the majority of college students perceived their parents as having the greatest influence on their attitudes concerning marriage. The first marriage that a child is exposed to is the parental marriage and is a continuous source of information regarding marriage. The concept the child has of marriage is influenced in large measure by the quality of his parent's marriage relationship (Wallin, 1954).

Marriage Education

It is the belief of the writer that a marriage education course can help improve a student's attitude toward self and his environment. The typical life of the family is the life of both men and women in their profoundest human relationship. Studies show that

significant positive changes are brought about in knowledge and attitudes as a result of having taken marriage education courses (Moses, 1956).

"Though youth do receive some understanding of marriage and family living from the home, this is too often inadequate preparation. Many young persons express the need for marriage education outside the home (Stinnett and Walters, 1968)." "College students seek and learn to make decisions for themselves about such crucial problems as marriage; however, they testify that they receive precious little help in learning to do so from their parents, the secondary school, or the college (Mayhew, 1969)."

Marriage education courses can help one interpret the many phases of his development. In these classes a student can learn to understand his own behavior in relation to his family and friends. He learns to evaluate past experiences and gains insight into the emotional conflicts that lead to personal unhappiness. Through group discussions the student begins to formulate the strengths and satisfactions of family life, today, and in the future. Each person is helped to identify himself with the kind of marriage and family life that he desires. He learns to interpret his own life in light of today's demands and problems. Family life is an aspiration, an attempt to achieve a way of life, a way to work out intimate, personal and human relationships.

There is a growing body of opinion that is placing the goal of successful marriage and family living as a highly strategic goal of the nation's mental health (Pickerman, 1958). The writer feels that students in college need to be informed of their role and responsibility

in marriage. The rapidity and increasing momentum with which marriage courses have made their debut into the college curriculum during the past twenty-five years is evidence of a growing conviction among educators that these courses are making a positive contribution toward meeting the needs of young people today (Moses, 1956).

One of the earliest studies which was done by Ernest W. Burgess, at Temple University in 1939 provided evidence that the majority of the 120 students studied in a marriage education course felt more adequately prepared for marriage after taking such a course (Burgess, 1939).

Judson T. Landis did a study in 1947 at Michigan State University and found that practically all of the students, numbering over 3,000 taking the course, felt that their marital capacity had been enhanced as a result of the marriage course (Landis, 1948). Approximately ninety percent of the students that were in the study said they would recommend the marriage course to others. A very common comment was that the course should be required of all students. Herbert D. Lamson (1948) at Boston University studied a group of 100 married veteran students who had taken the marriage course after they were married. Ninety-three percent said the course had held their interest. More than half said that the course had helped them to better understand the opposite sex. Eighty percent said that the course had given them insight into their own marriage. Many marriage courses are geared toward the single student, but since more married students are attending college it is necessary to consider this factor in the course content. Clark W. Ellzey (1949) at Stephens College did a similar study. His sample was a group of Alumni who were married when they took the course. His findings were that a majority

felt that the marriage course was valuable to them and had given them insight into their marriage.

Duncan V. Gillies and Carlo L. Lastrucci (1954), using three marriage classes at San Francisco State College made the first attempt to obtain objective measurements of improved marital capacity during a marriage course. The investigation was to answer the questions:

1. Will the experience of a college course in Home and Family Living as taught in a General Education Program induce a change in student behavior?
2. Can this change be directed toward a better personal and social adjustment and a more positive attitude toward marriage?

They found in their study that in terms of (1) a reduction of problems on the Mooney Problem Check List, (2) a sentence completion test measure for positive and negative attitudes, (3) a student faculty rating scale, (4) a factual information test, and (5) several interviews that the results of the study were encouraging. They illustrated measured changes in attitudes which they claim are the generators of behavioral change. The results were encouraging; however, the methods that were used have not been standardized.

"Over eighty percent of the students of all classes responded favorably to the anonymously completed student-faculty rating scale and eighty percent of those students who recorded interviews said they had gained from the course, information, attitudes, or impressions which had beneficially influenced their behavior (Gillies and Lastrucci, 1954)." The results of the study indicated that changes in student behavior did take place, presumably as a result of a college course

in Home and Family Living; the changes in information were greater than changes in attitudes and personal adjustment.

Virginia M. Moses (1954) found that a marriage course was helpful in preparing students for marriage. The sample was 212 juniors and seniors at Syracuse University, together with a control group of 60. She found changes in the experimental group but not in the control group. In examining 84 other students (apparently not randomly selected) she also found that this sample thought the marriage course was helpful. It gave them a better understanding of marriage. It was found to be helpful in preparing students for marriage. She obtained a similar result from 25 other students not randomly selected. She also interviewed 60 members of the Alumni living in the Syracuse area on a fifteen point rating scale and obtained the same findings (Moses, 1954).

Dale L. Womble (1955) did a study of 115 high school students in Tampa, Florida. He designed a special inventory to measure a change in attitudes of students in family life education. He used his students as a sample and found their attitudes had improved after completing the course.

George Finch (1954) used as his sample Alumni who had graduated within the last 16 years from Florida State University to determine if the marriage course they had taken while they were in school had been effective. He divided the Alumni into an experimental group that had taken the course and a control group that had not. He found no differences in the two groups with regard to minimal criteria of marital happiness. However, other studies show that a marriage education course is effective in marital happiness.

Dyer (1959) did a study at the University of Minnesota. The study involved over 600 married alumni that had taken the marriage course three to six years previously. The results showed that among those who had taken the course there were fewer unhappily married persons than among those who had not taken the course. She used a seven point marital happiness rating scale together with the Locke Revision of the Burgess-Cottrell Marital Adjustment Inventory (Burgess and Cottrell, 1939). The revision basically was the selection of basic or fundamental items from the original Burgess-Cottrell Marital Adjustment Inventory. The Locke Revision was to construct short marital adjustment and prediction tests and recheck the reliability and validity of these tests. The Burgess and Cottrell Inventory was constructed to become one of the more widely used scales. The scale involved ratings of the couple's chances of marital success by the couples themselves, by an independent outsider, and by a "judge" who had read the couple's case history. The scale included items which seemed likely to be associated with marital success.

"Marriage courses have been proven to be remarkably effective in all measures used to evaluate the course to date. They have a unique role to play in (1) dispelling ignorance about love and sex, marriage and family relationships, (2) assisting young people emerging from their parental families to clarify their own sense of identity; and (3) providing valid conceptions of what to expect, with the attitudes and skills related to competence in marriage and family living (Duvall, 1965)."

Students' attitudes toward love and sex, marriage and family life, as well as toward themselves and the significant people in

their lives, shift as a result of their experiences in a marriage course. Their attitudes change in the direction of becoming more flexible, more realistic and more responsible as they proceed through a course that deals with these areas (Duvall, 1965). The course is intended to give the students a better understanding of self and of others. Their attitudes seem to change because they have an opportunity to see situations in a more realistic way.

Research studies have demonstrated that significant positive changes are brought about in knowledge and attitudes as a result of having taken family life education courses (Moses, 1956). This is the theory of the researcher in this study. A marriage education course should improve the students self concept and attitude and perception concerning marriage.

Summary

The review of literature presented in this chapter describes and relates the (1) self concept, (2) relationship between self concept and attitudes toward others, (3) attitudes and perceptions concerning marriage and (4) marriage education through research findings. How one perceives self, influences how he perceives others. A review of findings on the definition and interpretation of self concept, the relationship between self concept and education, the development of the self concept and measuring self concept is presented.

It has been established by research that a better understanding of self gives one a better understanding of others, also, that the person who believes himself lovable is capable of loving others

(Horney, 1937), and that self-love and the love of others go hand in hand (Fromm, 1939).

Evidence for the relationship of negative attitudes toward the self and toward others has been obtained. Theorists believe that the level of self-regard correlates positively with the degree of regard a person has for others (Sheerer, 1949).

Activities and perceptions concerning marriage are discussed. Research findings show that attitudes and perceptions are developed through association with others. It should be remembered that what research has primarily been concerned with is attitudes toward self and others but not necessarily attitudes toward marriage in particular.

Chapter III follows with a discussion on the nature of a specific marriage education course. Research certainly shows a need for knowledge on the subject of marriage and through a marriage education course individuals have a better understanding of marriage.

CHAPTER III

NATURE OF A SPECIFIC MARRIAGE EDUCATION COURSE

The first objective of the study was to re-evaluate the marriage education course in which the subjects who provided the data regarding changes in self concept and perception concerning marriage were enrolled. Two main parts are included in this chapter. The first is a discussion of the organization of the course: (1) information concerning those concepts particularly related to the self concept and (2) attitudes and perception concerning marriage. The second part deals with the role of the instructor in a functional marriage education course.

The overall organization of the course was centered around four main concepts:

1. Uniqueness of Self
2. Preparation for Marriage
3. Adjustment to Marriage
4. Stages in Family Development

Since the first two concepts pertain more to improving ones self concept, and perception and attitudes concerning marriage, this chapter will limit its discussion to these two. A complete curriculum outline appears in Appendix A, page 90.

Organization of the Course

Connors State College

Connors State College, located at Warner, Oklahoma, is one of the eight state-supported junior colleges in the state. It offers a course in marriage education. This course listed in the Catalogue as Sociology of the Family, 1433, is one of the offerings in the Social Science Department. The students that graduate with an associate degree from the College are required to take a total of 12 hours of social studies. This course can be one of the three hour courses that will apply toward the requirement. The course was taught for the first time in 1964 by a sociologist. During the fall semester of 1967, the writer, a home economist, taught the course for the first time. The course remained in the Sociology Department. However, the home economist continued to teach it. The writer used the functional approach in teaching the course. The course is commonly referred to as the Marriage Education Course.

Uniqueness of Self

The first concept, Uniqueness of Self, was chosen as the beginning concept because of its broad application to personal and family life. The relationship between well being and self actualization of individuals and the basic importance of a more successful and satisfying life with self and others, especially a marriage partner, is the key concern.

One of the basic theories that guided the discussions of this concept was that expressed by Sullivan (1940). He states that "If

there is a valid and real attitude toward the self, that attitude will be manifest as valid and real toward others." His self theory seems to revolve around two main ideas. First, that to understand the individual -- how he behaves and feels, one must understand how one perceives the world around him. Secondly, one must also understand the way he perceives himself.

It was hoped that the students after completing this part of the course could understand and accept the following generalizations:

1. The individual is a unique person in a unique environment.
2. The self will change as a result of maturation and learning.
3. A person's perception of himself determines his perception of the environment, and these two in turn determine what his behavior will be.
4. The emotional climate most conducive to the development of a healthy concept of self is one in which the individual as a person is of intrinsic worth (Hoover, 1966).
5. As long as an individual accepts himself, he will continue to grow and develop his potentialities.
6. Self acceptance permits greater acceptance of others.

In order to accomplish these generalizations, learning experiences were planned to help in the accomplishment of five behavioral objectives:

1. Identification of the factors which influence the development of self.
2. Identification of factors which generally influence personality development.
3. Appraisal of the influences the family has on personality development.
4. Identification of factors which generally influence one's social acceptability.
5. Recognition that an acceptance of self enables one to relate more adequately to others.

Examples of learning experiences which seemed to be most effective in encouraging students to gain a better understanding of themselves are given below. One of the first learning experiences was to review certain selected references. Examples of these are Self-Renewal (Gardner, 1964); The Transparent Self, Self Disclosure and Well-Being (Jourard, 1964); Games People Play (Berne, 1967); Self Disclosure Through Self Analysis (Oakley, 1957); The Art of Loving (Fromm, 1956); and Dibs in Search for Self (Axline, 1965).

The students were asked to identify characters who, although physically mature, were socially immature. In so doing, most of the students recognized some of the same social characteristics within themselves, as were shown in the references assigned. During class discussions students became aware that social immaturity can be overcome. A person recognizes the need to take an objective look at self before changes can be made; one needs to come to terms with himself as he is, with all his mature as well as his immature actions.

Another effective learning experience was to ask the students to read on factors that influence one's ability to attract and keep friends. In order to accomplish this the class was divided into small groups for discussion and later, brought back the conclusions to the total class. An opportunity to do critical thinking about desirable and undesirable qualities in individuals was thus provided.

Another learning experience was provided by asking students to think of a person for whom they have a great deal of admiration for and to describe this person. After the description and discussion, many of the students recognized the possibility that one can develop

the same desirable qualities if he really wants to, that the desire to change is an important prerequisite to the change itself, that changes are gradual and continued throughout life, and that changes can be positive or negative.

Preparation for Marriage

The second concept to be considered, preparation for marriage, is based on the student's attitude and perception of marriage. The reason for placing this concept second is that it "naturally" follows the first concept, Uniqueness of Self. The approach used is that one first needs to have a better understanding of self before one can determine the kind of marriage partner needed for self-fulfillment. The generalizations that relate to this concept are

1. Attitudes and perception concerning marriage can gradually be improved.
2. A successful marriage can be accomplished through effort on the part of the two involved.
3. The capacity to love will increase as a result of maturation.

The learning experiences were planned around twelve behavioral objectives. They are listed below.

The student:

1. Appraises the functions of marriage in our society.
2. Recognizes the impact of change upon marriage and family relationships.
3. Identifies society's concept of successful marriage.
4. Recognizes the relativity of marital success.
5. Appraises the function of dating in the process of mate selection.

6. Examines the potential of the dating process as an opportunity for personal development.
7. Realizes that every important stage of life is characterized by its own unique problems or challenges.
8. Examine the basis for the development of love in a boy-girl relationship.
9. Recognizes that the capacity to love maturely is related to the sum of personal and social experiences, which begin at birth.
10. Distinguishes the relationship between readiness to marry and marital success.
11. Identifies the functions of the engagement period.
12. Recognizes the potential of the engagement period in preparing for adjustment in marriage.

Since there is a clear relationship between feelings and attitudes toward self and feelings and attitude toward others (Sheerer, 1949 and Stock, 1949), students are encouraged to examine their attitudes and perceptions concerning marriage. Aidman (1948) says that "The qualities of feelings held toward other persons are similar to those we hold toward ourselves.

As a learning experience the class discusses a current movie on love and marriage. During the discussion the incidents in the movie which are indicative of positive or negative attitudes concerning marriage are identified. This discussion developed into details on what causes negative attitudes and how one can determine if he has negative attitudes.

Students cited marriages that they identified as being successful, and in describing the individuals involved they pointed out positive attitudes concerning a marriage partner. Some of the statements follow: "We will work out our problems together," "Sure it

will work," "You are a very understanding person," and "I am married to the greatest person." The fact was also brought out that opposite attitudes would certainly be a disadvantage and would have a tendency to destroy the relationship.

One of the learning experiences that brought about a very good response from the students was a paper they were assigned to write on "My Concept of Marital Success." After they had finished, students were asked to name one outstanding quality necessary for a successful marriage. One of the qualities named most often was the need for the individual's desire to want to have a successful marriage. Students recognized this as of major importance, and it was obvious that sometimes individuals are not willing to make sacrifices to have a successful marriage. A second quality named was the importance of an individual's attitude toward marriage. It was agreed that a negative attitude produces negative results.

During class discussions the instructor makes written or mental notes about how students not only perceive themselves but also their attitudes and perception concerning marriage. Individual conferences are then held with students at which time the instructor utilizes this information and on an instructor-student basis provides constructive criticism and suggestions for improvement of perception of self and attitude.

The Role of the Instructor

Teaching is a two-way responsibility. The instructor is responsible to the students, and the students in turn are responsible to the teacher. In order to accomplish this, it is necessary for the

instructor to set the stage for learning.

It is obvious that the key to effective teaching is trying to understand students. It is agreed that teaching the content of the course is a necessary part; but without the kind of understanding and acceptance of the students that is necessary, the instructor and student will not communicate. The youth of today expect to be accepted, approved, and understood. They need and want answers to their questions and not just facts for facts sake. Facts have to take on a real meaning for the students before they will be internalized and their behavior will be affected. It is agreed by educators that if no changes occur in the behavior of the individual that the course has been effective (Withall, 1949). The atmosphere in the classroom is intended to be the kind that respects the needs, integrity, and potentials of each member of the class. This contributes to an atmosphere in which the students feel free to express their opinions frankly and openly.

The atmosphere in the classroom is intended to be the kind that respects the needs, integrity, and potentials of each member of the class. This contributes to an atmosphere in which the students feel free to express their opinions frankly and openly.

To accept students as active, purposive individuals with goals and motives of their own is necessary. The instructor needs to recognize that the task can be simplified if teachers will understand and value each student as a person of integrity and worth and fashion curricular and guidance procedures in an individualized manner. The personal worth of each student is established through individual recognition. When a student makes a contribution to the class through participation in class activities, appreciation is shown by the

instructor's approval of his participation. This not only encourages students to participate, but makes the student feel that his contribution was considered. This consideration makes him feel that he has something to offer self and society. Encouragement helps one to gain enough confidence to want to improve self.

Each student searches for positive recognition of his worth and he comes to view himself as adequate in those areas where he receives assurance of his competence or success. For a student to view himself in a positive way, he must be given many opportunities to be rewarded.

It is the opinion of Bloom (1968) that one of the more positive aids to mental health is frequent and objective indications of self development. He continues to say that if 90 percent of the students are given positive indications of adequacy in learning, one might expect such students to need less and less in the way of emotional therapy and psychological help.

A deliberate attempt to encourage the student to strive to attain a higher degree of self acceptance and self-respect is the responsibility of the instructor. Uris (1959) describes this as self communication. He says it can lead to a better use of one's hidden inner resources. One needs only to recognize that he has latent abilities, capacities for gratification that are seldom used. He continues to say that to learn to communicate with self these talents and capacities can be developed and applied through self understanding. He also believes that the key to a better understanding of self is an "open mind."

The ways in which the instructor does assist students in the

development of a satisfactory and desirable self concept is planned around learning experiences and activities that are given self-enhancement and confidence to the student. Question for class discussions are structured to create within the student to see a need to accept self, to recognize immature actions, and to do critical thinking on how to improve self.

The marriage education course is taught within the framework of this philosophy. The stage has to be set in order to accomplish the concepts, generalizations, objectives, learning experiences, and evaluative measures developed for this class.

Summary

The marriage education course was planned around four major concepts: (1) uniqueness of self, (2) preparation for marriage, (3) adjustment to marriage, (4) stages in the family development.

The two concepts discussed in this chapter are uniqueness of self and preparation for marriage. The first two concepts pertain more to improving one's perception of self and attitudes and perceptions concerning marriage which are most pertinent for this study.

Appropriate objectives, generalizations, learning experiences, and evaluations were presented in this chapter. Collectively the curriculum was planned to develop the worth, dignity, and potential of each individual. It was intended to help develop self-understanding. Emphasis on a better understanding of self gives one a better understanding of others, with emphasis on a positive attitude toward marriage. It was the content described in this chapter that led the

writer to hypothesize that the self concept of students would be affected during the marriage course. Changes in the self concept of students in a marriage education course will be described in Chapter IV.

CHAPTER IV

CHANGES IN THE SELF CONCEPT OF STUDENTS DURING A MARRIAGE EDUCATION COURSE

One of the major objectives of the study was to determine if changes occurred during the time students were participating in a marriage education course. The null hypotheses related to this objective were that there would be no significant differences either in the total positive self concept or those parts concerned particularly with the family self, the social self and self criticism held by students before and after completing a marriage education course. This chapter is organized in the following sequence: Selection and description of the population, Selection and description of The Tennessee Self Concept Scale, Administration of The Tennessee Self Concept Scale, Statistical treatment of the data, Findings, and Analysis of findings.

Selection and Description of the Population

All of the students enrolled in the marriage education course during the fall and spring semesters of the school year 1969-70 that were present on the days the test was administered were included in the study. There were 108 participants in the pretest in the fall and spring semester and 84 participants in the fall and spring semester in the posttest. The reason for the difference in the number of

pretest and posttest participants was the students' withdrawal from the course during each of the semesters and absences on the days the test was given. The scores of the two classes were combined in order to have one set of pretest and one posttest.

The population consisted of freshmen and sophomores, males and females, and married and single students. They ranged in age from 17 to 46 years. Table I presents the age categories represented in the pretest and posttest. In the pretest there were 43 percent females and 57 percent males, while the posttest sample consisted of 49 percent females and 51 percent males. For tabulating the data used the age categories used were 17-19, 20-24, 25-29, and 30 years and over. The first age category (between 17-19) was chosen because this includes those students who started to college immediately after graduating from high school. A period covering five years was chosen arbitrarily for the next two groups. The last age group includes all of those 30 years and over. There was one student 46 years of age.

TABLE I
AGE CATEGORIES OF STUDENT PARTICIPANTS REPRESENTED IN
THE TENNESSEE SELF CONCEPT SCALE
IN THE PRETEST AND POSTTEST

Ages	Pretest		Posttest	
	Number	Percent	Number	Percent
17 - 19	82	76	62	74
20 - 24	14	13	11	13
25 - 29	5	5	4	5
30 & over	7	6	7	8
Total	108	100	84	100

The age 17-19 category had the largest number of participants for both the pretest and the posttest. Also, this age group had a majority of the withdrawals as well as absences. Those 25 and over comprised the smallest number of participants. These were almost the same number in the 20-24 age group that took the pretest and posttest. The group that remained the same for both the pretest and posttest was 30-46 year olds.

There were a total of eight students who had withdrawn and a total of sixteen absent on the days the posttest was given, which made 24 fewer students than took the pretest. The total sample size was 108 subjects who took the pretest and 84 subjects who took the posttest. The unrelated t test to be discussed later, was used for statistical analysis.

Table II identifies the students by sex and year in college who participated in the pretest and posttest. There were 28 female freshmen and 38 male freshmen with a total of 66 freshmen that participated in the pretest. The posttest freshmen participants were 25 females and 26 males making a total of 51 freshmen. Sophomores that were part of the population included 18 females and 24 males making a total of 42 who participated in the pretest. The posttest sophomore participants were 16 females and 17 males with a total of 33 participants. There were the same percentage (61%) of freshmen participants on the pretest and posttest and also the same percentage (39%) of sophomore participants on the pretest and posttest. In this respect the withdrawals and absences had equal effect on both classes.

TABLE II
STUDENTS BY SEX AND YEAR IN COLLEGE THAT PARTICIPATED
IN THE TENNESSEE SELF CONCEPT SCALE FOR
THE PRETEST AND POSTTEST

	<u>Pretest</u>						<u>Posttest</u>					
	Females		Males		Total		Females		Males		Total	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Freshman	28	26	38	35	66	61	25	30	26	31	51	61
Sophomores	18	17	24	22	42	39	16	19	17	20	33	39
Total	46	43	62	57	108	100	41	49	43	51	84	100

The Tennessee Self Concept Scale

The scale consists of 100 self descriptive statements which reflect how an individual perceives himself (Fitts, 1965). A phenomenological system is used to classify the 100 statements on the basis of what they reveal. A two-dimensional 3x5 scheme used on the answer sheet, which is the same as the score sheet, includes three rows and five columns. An example of an individuals score sheet for one of the subjects is shown in Appendix B, page 110. The three rows designate identity, self-satisfaction, and behavior. The five columns indicate physical self, moral-ethical self, personal self, family self, and social self. This part of the scale contains 90 of the 100 self descriptive statements, equally divided into positive and negative items. Items 91 to 100 are concerned with a separate score which indicates self criticism. This part of the scale will be described in detail on page 55. The individual can respond to the statements in one of the following ways: Completely false (1), mostly false (2), partly false

and partly true (3), mostly true (4), and completely true (5).

The Positive Score is the most important single score. It shows the overall level of self esteem. High scores indicate the person likes himself and feels that he is a person of value and worth and has confidence in himself. Low scores indicate that the person is doubtful about his own worth, sees himself as undesirable, often shows signs of depression and unhappiness, and has little faith or confidence in himself. The positive scores are referred to as P Scores. The P Score is the total of the row scores and the column scores. The rows are described in the following way: Row 1 Score is the person's identity. These items are identified as the "What I am" items. The person describes his basic identity as he sees himself in terms of his physical self, moral-ethical self, personal self, family self and social self. The Row 2 P Score is the person's self satisfaction or "How he accepts himself," again in terms of his physical self, moral-ethical self, personal self, family self and social self. The Row 3 P Score describes the person's behavior or "How he acts"--also in terms of his physical, moral-ethical, personal, family and social self.

The column scores consist of five separate scores. The first Column, A, is the physical self. This score reflects how the person perceives his body, his state of health, skills, sexuality, and physical appearance. Column B Score reflects how the person perceives his moral-ethical self. His frame of reference is his moral worth, feelings of being a good or bad person, his relationship to God and satisfaction with his religion. The Column C Score represents how one perceives his feelings of adequacy and reflects his personality as a part separate from his body and his relationship to others. The

Column D Score reflects how the person perceives his family self. His feelings of worth, value, and adequacy as a member of his family are shown in this score. Column E is a description of the social self. This score indicates how he perceives himself in relation to others. His sense of adequacy and worth in his social interaction with others is reflected in this score.

The combination of the row scores and the column scores described above provide fifteen cells of six items each. The tests are checked by adding the scores of the six items circled in the first cell. The sum is entered next to the letter P at the bottom of the cell.

This procedure is the same with each of the fifteen cells. The row scores are attained by adding horizontally the five cell sums for the first row, which is the identity row. The resulting score is in the row total column and indicates how the individual checking the scale sees himself in relation to his physical self, moral-ethical self, personal self, family self and social self. The same procedure is repeated for the other rows, which includes self satisfaction and behavior.

The column scores are attained by adding vertically the three cell sums for Column A which is Physical Self. The same procedure is used on the other four, which includes Column B, Moral-Ethical Self, Column C, Personal Self, Column D, Family Self, and Column E, Social Self. These scores are then entered in the five resulting figures in the column total section. The five resulting scores are then entered in the columns total section.

Self Criticism Score. The statements that compose this part of the scale are mildly derogatory and are statements that most often are defensive and make a deliberate effort to present a favorable picture

of the person. High scores generally indicate a normal, healthy openness and capacity to accept self-criticism. However, scores above the 99 percentile indicate that the individual may be lacking in defenses. These scores are attained by adding the circled scores for items 91 through 100. The sum is entered in the box on the score sheet that is labeled SC. This score is independent of the other part of the scale.

Norms. The group from which norms for The Tennessee Self Concept Scale were developed included 626 people. The broad sample included people of age ranges from 12 to 68 and from various parts of the country. All social, economic, intellectual, and educational levels from 6th grade through the Ph.D. degree were represented. The subjects included both sexes and approximately an equal number of black and white. They were from high school and college classes, employees at state insitutions, as well as other sources.

Data collected by Sundby (1953) with high school students, by Gividen (1959) with Army recruits, by Hall (1964) with teachers, and by Fitts (1965) with negro nursing students show group means and variances which are comparable to those of the norm group.

Evidence so far suggests that there is no need to establish separate norms by age, race, or other variables. The norm group does not reflect the population as a whole in proportion to its national composition. However, the norms seem to be over represented in the number of white subjects, college students, and persons between the ages of 12 to 30 years old. The norm group from which the scale was standardized established a mean of 345.57 for the total positive score with a standard deviation of 30.70 and reliability of .92. A

total positive score of 450 is possible.

Reliability. Evidence of reliability of the scale is found in the similarity of profile patterns found through repeated measures of the same individuals over long periods of time. Fitts (1965) has demonstrated through various types of profile analyses that distinctive features of individual profiles are present for most persons for a year or longer.

The Tennessee Self Concept Manual shows the test - retest reliability coefficients of all major scores (Fitts, 1965). Congdon (1958) used a shortened version of the scale and still obtained a reliability coefficient of .88 for the Total Positive Score.

Validity. The procedures that were used to validate the scale are of four kinds: (1) Content validity, (2) Discrimination between groups, (3) Correlations with other personality measures, and (4) Personality changes under particular conditions,

The one that is of major concern in this present research study is content validity. The sample in this study includes what would be identified as a normal college class. It is not concerned with discrimination between groups, correlation with other personality measures, nor personality changes under particular conditions. Therefore, the only one that will be described is content validity.

The validity on the content is to insure that the classification system used for the Row Scores and Column Scores is dependable. Items were retained in the scale only when the judges unanimously agreed that they were classified correctly. With this kind of screening, it was assumed that the categories used in the scale were logically meaningful and could publicly be communicated.

Administration of Instrument

The Tennessee Self Concept Scale was administered as a pretest the first week of the fall semester, 1969, and the first week of the spring semester, 1970. The pretest scores for both semesters were treated as a single group. The total number of participants was 108.

The writer who was the instructor in the class administered the test. The students were provided with a test booklet and an answer sheet. They were then asked to open the test booklet and read with the teacher the instructions on the inside cover of the booklet. An example was put on the chalkboard and explained. The students were informed that these response numbers were repeated at the bottom of each page. The students were informed that they were not to put their names on the answer sheet. As the students finished, the test sheets were taken individually by the instructor.

During the last week of the fall semester, 1969, and the spring semester, 1970, the posttest was administered using the same detailed procedure as the pretest. The posttest scores for both semesters were combined and the total number of participants was 84.

Statistical Treatment of the Data

The t test is a statistical model designed to determine whether two groups, as represented by their means, are significantly different. The results are computed by analyzing data in such a way that a statistical t is generated. According to Popham (1967), the unrelated t test is employed to determine whether the mean performance on two different measures is great enough to establish that a significant

change had occurred between the pretest and posttest situations.

There are three important factors to consider before describing a mean difference between two sets of scores as significant: (1) the amount of difference between the two means, (2) the variability of each group, or the amount of overlap between the groups, and (3) the size of the two sample groups. To interpret these three factors, a general statement to clarify these might be made. Ordinarily as the difference between the two means increase, as the size of the sample increases, and as the size of the variance decreases, a smaller t value is required to indicate a statistically significant difference between the two groups under study.

The formula for the unrelated t test employed for this study is from Popham (1967) and is presented below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The interpretation of this formula is

t = the value by which the statistical significance of the mean difference will be judged.

\bar{X}_1 = the mean of group 1

\bar{X}_2 = the mean of group 2

S_1^2 = the variance of group 1

S_2^2 = the variance of group 2

n_1 = the number of subjects in group 1

n_2 = the number of subjects in group 2

In this study group 1 will be identified as the pretest and group 2, the posttest.

In computing F, the smaller variance is divided into the larger variance. The resulting quotient (F) is interpreted for statistical significance from the Table F (Popham, 1967, p. 398), which presents the t values necessary for significance.

The formula for F is seen below:

$$F = \frac{S_g^2}{S_1^2}$$

Findings

Table III shows the findings concerning the students total self concept scores which were ranked from the highest to the lowest scores in the pretest and posttest.

The findings here are presented in terms of the high and low scores in the pretest and posttest. The high score in the pretest was 391 and the low was 128. The high score in the posttest was 428 with a low of 231. This range of differences in the high and low scores shows that the total self concept had changed between the pretest and the posttest.

According to Fitts (1967), high scores reflect the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of values and worth, have confidence in themselves, and act accordingly.

TABLE III

TOTAL POSITIVE SCORES IN PRETEST AND POSTTEST OF STUDENTS
IN THE TENNESSEE SELF CONCEPT SCALE

Total Positive Score	Number of Students	
	Pretest	Posttest
428	0	1
416	0	1
404	0	1
391	1	0
384	0	1
380	1	0
376	0	2
374	0	3
373	1	1
370	0	1
369	1	0
368	0	1
365	0	1
363	0	1
362	1	1
361	1	1
360	1	3
359	2	1
358	0	1
356	2	0
354	1	0
353	1	2
352	1	1
350	0	2
347	2	1
346	4	0
344	2	0
343	1	2
342	1	1
341	2	0
340	1	0
338	1	1
337	1	1
336	1	0
335	1	1
334	1	1
333	3	0
332	0	2
331	1	3
329	3	0
328	1	0
327	0	3
326	2	1
325	1	0

TABLE III (Continued)

Total Positive Score	Number of Students	
	Pretest	Posttest
324	2	2
323	2	1
322	2	0
320	0	2
319	0	3
318	0	2
317	1	0
316	1	0
315	0	2
314	1	0
313	1	0
312	1	0
311	3	1
310	2	0
309	2	1
308	3	0
307	2	1
306	2	1
305	1	1
304	1	0
303	3	1
302	0	1
300	2	1
299	0	1
298	1	0
296	1	1
294	1	1
293	0	1
291	1	0
290	1	0
289	1	2
288	0	1
286	1	0
285	1	2
284	0	1
282	2	0
281	3	0
279	1	0
277	1	0
273	0	2
272	0	1
264	0	1
257	0	1
252	0	1
249	0	1

Table IV shows the family self scores (a subsection of The Tennessee Self Concept Scale) of the students ranked from the highest to the lowest scores in the pretest and posttest. The high score in the pretest and the posttest was the same; 30. However, only 13 students had this score in the pretest compared to 17 students scoring 30 in the posttest. The high scores reflect one's feeling of adequacy, worth and value as a family member. It might be expected that during the period of the marriage education course that the student's family self concept would improve. However, it was not evident in the findings.

TABLE IV

PRETEST AND POSTTEST SCORES OF STUDENTS IN THE FAMILY SELF SECTION OF THE TENNESSEE SELF CONCEPT SCALE

Family Self Scores	Number of Students	
	Pretest	Posttest
30	13	17
29	10	10
28	6	7
27	15	8
26	11	11
25	12	7
24	9	6
23	7	4
22	2	5
21	4	0
20	5	2
19	4	2
18	5	2
17	2	1
16	0	1
15	1	0
14	1	0
8	0	1
6	1	0

Table V also shows the social self scores (a subsection of The Tennessee Self Concept Scale) of the students ranked from the highest to the lowest on the pretest and posttest. Since there were 108 participants on the pretest and 84 on the posttest this would show a greater difference over the pretest because of fewer participants.

TABLE V
PRETEST AND POSTTEST SCORES OF STUDENTS IN THE SOCIAL SELF SECTION
OF THE TENNESSEE SELF CONCEPT SCALE

Social Self Scores	Number of Students	
	Pretest	Posttest
30	1	2
29	2	8
28	3	3
27	12	6
26	8	7
25	11	13
24	17	10
23	11	16
22	15	4
21	7	4
20	7	7
19	4	0
18	0	1
17	1	0
16	2	0
15	3	1
14	2	0
13	1	0
11	0	1
10	0	1
8	1	0

The high score in the pretest was 30 with one student making this score. The high in the posttest was 30 with two students making this

score. The low score in the pretest was 8 in comparison to 10 in the posttest with one student each making this score. Fitts (1967) says this score reflects the person's sense of adequacy and worth in his social interaction with other people in general.

The last findings reported on Table VI are the self criticism scores (a subsection of The Tennessee Self Concept Scale) of the students ranked from highest to lowest in the pretest and posttest. The high score was 50 in the pretest with one student making this score; a high of 49 in the posttest with three students making this. The low in the pretest was 24 with a low of 22 in the posttest. One student each made the lowest score.

Fitts (1967) says that low self criticism scores indicates that an individual may be uncritical of self, and may find it difficult to accept negative concepts about self.

Analysis of Findings

Findings Related to the Total Positive Self Concept

Major Hypotheses Examined - Self Concept. In order to determine if the findings supported the hypotheses as stated in Chapter I on self concept, an analysis of findings related to each is reported. The major hypothesis was - There is no significant difference in the total self concept score before and after completing the marriage course. The Total Positive Scores were compared by the unrelated t test to determine if there had been a significant change in the self concept of the students after completing the marriage course.

TABLE VI
 PRETEST AND POSTTEST SCORES OF STUDENTS IN THE
 SELF CRITICISM SECTION OF THE TENNESSEE
 SELF CONCEPT SCALE

Self Criticism Score	Number of Students	
	Pretest	Posttest
50	1	0
49	2	3
47	3	1
46	2	1
45	3	4
44	4	1
43	7	5
42	6	1
41	3	7
40	15	8
39	10	8
38	8	2
37	5	7
36	10	3
35	5	7
34	4	3
33	3	5
32	3	5
31	4	2
30	4	4
29	2	0
28	1	1
27	1	1
26	0	2
25	1	0
24	1	1
23	0	1
22	0	1

As Table VII shows, a t Score of 2.623 was obtained which was significant at the .01 level, with the students showing significantly more positive self concept scores in the posttest.

TABLE VII
t-SCORES REFLECTING DIFFERENCE IN TOTAL SELF CONCEPT
OF STUDENTS ACCORDING TO PRETEST AND POSTTEST
OF THE TENNESSEE SELF CONCEPT SCALE

Description	No.	\bar{X}	SD	t	Level of Significance
Pretest	108	311.491	37.713	2.623	.01
Posttest	84	326.095	38.971		

These findings suggest that the group showed a more significantly favorable self concept after having completed the marriage course.

Findings Related to Family Self

An analysis was also made to determine if the students family self scores changed during a marriage education course. Hypothesis I (a): There is no significant difference in the family self scores after completing the marriage education course.

Table VIII shows that a t score of 1.706 was obtained when the unrelated t test was used. In order to reject the hypothesis at the .05 level it would be necessary for the score to be 1.960 or higher. Therefore this hypothesis was accepted indicating that there is no

appreciative change in the student's feelings about family self after having completed the marriage course. The present study suggests that the students' perception of their family self were not changed during the marriage education course.

TABLE VIII

t-SCORES REFLECTING DIFFERENCE IN FAMILY SELF
ACCORDING TO PRETEST AND POSTTEST

Description	No.	\bar{X}	SD	t	Level of Significance
Pretest	108	24.879	4.253	1.7063	n.s.
Posttest	84	25.916	4.078		

Findings Related to the Social Self

Analysis was made to determine if the students perception of social self had changed during a marriage education course. Hypothesis I (b): There is no significant difference in the social self scores after completing the marriage education course.

Table IX shows that a t score of 2.103 was obtained when the unrelated t test was used which was significant at the .05 level. Social self concept scores were significantly more positive in the posttest. These findings suggest that the students' feelings of social self improved after having completed the marriage course.

TABLE IX

t-SCORES REFLECTING DIFFERENCE IN SOCIAL SELF
ACCORDING TO PRETEST AND POSTTEST

Description	No.	\bar{X}	SD	t	Level of Significance
Pretest	108	22.925	3.748	2.103	.05
Posttest	84	24.059	3.648		

Findings Related to the Self Criticism

Analysis was made to determine if the students were more or less critical of themselves before and after a marriage education course. Hypothesis I (c): There is no significant difference in the self criticism scores before and after completing the marriage education course. A significant difference was not found and the hypothesis cannot be rejected at the .05 level.

As Table X shows, the obtained t score was 1.338. In order to reject the hypothesis, it would be necessary for the score to be 1.960 at the .05 level. The findings show that the students have a low self criticism score which indicates that the students in the marriage education course may be uncritical in their criticism of self and may find it difficult to accept negative concepts about self.

TABLE X
t-SCORES REFLECTING DIFFERENCE IN SELF CRITICISM
ACCORDING TO PRETEST AND POSTTEST

Description	No.	\bar{X}	SD	t	Level of Significance
Pretest	108	38.138	5.251	1.338	n.s.
Posttest	84	37.059	5.895		

Summary

This chapter has discussed the selection and description of the population for the study, described The Tennessee Self Concept Scale, its use with the students in a marriage education course, administration of The Tennessee Self Concept Scale, and an analysis of findings.

The population consisted of 108 students participating on a pretest and 84 participants on a posttest. They were enrolled in a marriage education course in the fall and spring of 1969-70. The null hypothesis was that there would be no significant difference either in the total positive self concept or those parts concerned particularly with the family self, the social self, and self criticism held by students before and after completing a marriage education course.

The findings revealed that there was a significant difference at the .01 level of the total positive self concept held by students before and after completing the course. The social self hypothesis could be rejected at the .05 level thus revealing that the students social self had changed positively during the course. The self criticism hypothesis could not be rejected for there was no significant

difference in the self criticism scores before and after completing a marriage education course. The findings revealed that the hypothesis on family self was accepted. This hypothesis stated "There is no significant difference in the family self scores after completing the marriage education course."

Chapter V includes the selection and description of the population, selection and description of the Favorableness of Perception Concerning Marriage Scale, administering of instrument, and analysis of findings.

CHAPTER V

CHANGES IN THE STUDENTS' FAVORABLENESS OF PERCEPTIONS CONCERNING MARRIAGE DURING A MARRIAGE EDUCATION COURSE

This chapter is in keeping with the objective to determine any possible changes in the students' attitude toward marriage before and after completing a marriage course. The hypothesis to be tested was - there is no significant difference in the favorableness of perception concerning marriage of a group of students before and after a marriage education course. The chapter is organized in the following sequence: Selection and description of the population, Selection and description of the Favorableness of Perception Concerning Marriage Scale, Administering of instrument, and Analysis of findings.

Selection and Description of the Population

The same class that served as subjects for The Tennessee Self Concept Scale served for this scale. However, since it was administered on different days, there were differences in the total number who took the test. There was a total of 94 participants in the pretest and 85 participants in the posttest. There were a total of 14 who were either absent or withdrawn in the pretest. There were 8 students who had withdrawn and 15 absent at the time of the posttest. The pretest and posttest number includes enrollments in the course in the fall and

spring semester. The total taking both pretest and posttest were retained rather than reduce the number who took the pretest to equal the number who took the posttest. The unrelated t test was used for statistical analysis.

Selection of Instrument

The Favorableness of Perception Concerning Marriage Scale was developed by Dr. Nick Stinnett at Oklahoma State University in the Family Relations and Child Development Department. It was used in this study to measure college students' favorableness of perception concerning marriage. A favorable perception is identified as a positive attitude toward marriage. It will be referred to in this way throughout the study. Each of the twenty items in this Likert-type scale is characterized by five degrees of response:

- A. Strongly Agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly Disagree

The answers are scored so that the most favorable response is given the highest score and the least favorable, the lowest score. The statements are arranged in alternating positive and negative sequence. The 20 items represent favorableness of perception concerning marriage with respect to:

- A. Fulfillment within marriage of the needs for happiness, love, appreciation, respect, and communication.
- B. Individual growth and development in marriage.

- C. Problems and difficulties in marriage.
- D. Interest and excitement in marriage.
- E. Desire to maintain married life.

Administration of Instrument

The Favorableness of Perception Concerning Marriage Scale was administered as a pretest the first week of the fall semester, 1969, and the first week of the spring semester, 1970. The pretest scores for both semesters were treated as a single group. The posttest was administered the last week of the fall semester and the last week of the spring semester. These post scores were also treated as one group.

The course instructor administered all tests in the same manner that was previously described for The Tennessee Self Concept Scale. The students were informed that they were not to put their names on the answer sheet. As the student finished, the test sheets were taken individually by the instructor.

Findings

Table XI shows the ranking of students' scores that participated in the Favorableness of Perception Concerning Marriage Scale in a pretest and a posttest.

The scores were ranked from high to low. The high score was 94 on the pretest as compared to 96 on the posttest. The high score of 94 and a low of 27 on the pretest with a high of 96 and a low of 28 on the posttest shows that there were changes in the group's perception and attitude concerning marriage.

TABLE XI

RANKING OF STUDENTS' SCORES THAT PARTICIPATED IN THE FAVORABLENESS
OF PERCEPTION CONCERNING MARRIAGE SCALE
ON A PRETEST AND POSTTEST

Scores	Number of Students	
	Pretest	Posttest
96	0	1
94	2	1
91	0	1
89	0	1
88	2	3
87	1	1
86	1	4
85	1	3
84	1	0
83	2	1
82	2	2
81	1	1
80	5	4
79	5	2
78	6	13
77	4	4
76	1	4
75	3	5
74	2	6
73	3	3
71	1	4
70	1	3
69	1	4
68	5	2
67	3	1
66	3	1
65	1	2
63	1	0
62	2	0
61	2	2
60	2	0
59	2	0
58	2	0
57	3	0
55	0	2
53	0	1
52	1	0
51	3	0
49	1	0
48	1	1
45	2	0
43	1	0
41	3	0
39	1	0
38	1	0
37	1	0
28	0	1
27	1	0

Tables XII and XIII show responses from the subjects on the Favorableness of Perception Concerning Marriage Scale. The students' responses to each item in the pretest and posttest are discussed. For this particular part of the analysis the strongly agree and agree responses were combined in number and percentage. The strongly disagree and disagree were also combined. The neutral responses were identified separately.

The first item states, "I feel that marriage brings happiness to most people." On the pretest 79 percent of the group thought that marriage brings happiness to most people as compared with 94 percent on the posttest. This shows a change of 15 percent between the pretest and posttest.

The second item states, "I feel that marriage involves many difficult problems," was responded to in the pretest by 90 percent agreeing and 94 percent agreeing in the posttest.

The third item says, "I do not feel that it is very difficult to achieve a successful marriage." The students changed from 52 percent disagreeing in the pretest to only 53 percent in the posttest.

The fourth item stated, "I feel that marriage usually prevents an individual from achieving his or her potential as a person." Nineteen percent agreed and 78 percent disagreed in the pretest in comparison to seven percent who agreed and 82 percent who disagree in the posttest. There was a 12 percent increase in the number who agreed that marriage usually encourages an individual to achieve his potential as a person.

The fifth item states that "I feel that marriage usually fulfills a person's need for appreciation." In the pretest 70 percent agreed with this statement as compared to 79 percent who agreed in the posttest.

TABLE XII

THE NUMBER AND PERCENTAGE OF STUDENT RESPONSES IN THE PRETEST ON
THE FAVORABLENESS OF PERCEPTION CONCERNING MARRIAGE SCALE

Pretest Item	Strongly Agree or Agree		Neutral Response		Disagree or Strongly Disagree	
	Number	Percent	Number	Percent	Number	Percent
1.	74	79	8	8	12	13
2.	85	90	2	3	7	7
3.	40	43	5	5	49	52
4.	18	19	2	3	74	78
5.	66	70	12	13	16	17
6.	20	21	0	0	74	79
7.	74	79	3	3	17	18
8.	21	22	3	3	70	75
9.	72	77	3	3	19	20
10.	19	20	1	1	74	79
11.	56	60	21	22	17	18
12.	49	52	12	13	33	35
13.	80	85	1	1	13	14
14.	22	22	9	10	63	68
15.	70	75	2	3	22	22
16.	20	21	5	5	69	74
17.	76	81	4	4	14	15
18.	26	28	10	10	58	62
19.	50	53	17	18	27	29
20.	48	51	7	8	39	41

TABLE XIII

THE NUMBER AND PERCENTAGE OF STUDENT RESPONSES IN THE POSTTEST ON
THE FAVORABLENESS OF PERCEPTION CONCERNING MARRIAGE SCALE

Posttest Item	Strongly Agree or Agree		Neutral Response		Disagree or Strongly Disagree	
	Number	Percent	Number	Percent	Number	Percent
1.	80	94	0	0	5	6
2.	80	94	0	0	5	6
3.	33	39	7	8	45	53
4.	6	7	9	11	70	82
5.	67	79	12	14	6	7
6.	11	13	3	3	71	84
7.	70	82	5	6	10	12
8.	18	21	5	6	62	73
9.	66	78	2	2	17	20
10.	8	9	1	2	76	89
11.	67	79	5	6	13	15
12.	27	32	18	21	40	47
13.	76	89	5	6	4	5
14.	5	6	8	10	72	84
15.	80	94	1	2	4	4
16.	7	8	6	6	71	84
17.	79	93	4	4	2	3
18.	24	28	7	8	54	64
19.	50	59	17	20	18	21
20.	32	38	9	10	44	52

On the issue of the sixth item, "I feel that marriage usually results in husbands and wives becoming less interesting persons," in the pretest, 21 percent agreed and 79 percent disagreed. In the posttest 13 percent agreed and 84 percent disagreed.

Item seven states, "I feel that marriage usually fulfills a person's need for love." In the pretest 79 percent agreed and 18 percent disagreed. The posttest showed that 82 percent agreed and 12 percent disagreed.

Item eight states, "I feel that there is little excitement and adventure in marriage." In the pretest 22 percent agreed and 75 percent disagreed. In the posttest responses 21 percent agreed and 73 percent disagreed.

Item nine says, "I do not feel that marriage usually results in husbands and wives losing their individuality." The pretest showed 77 percent agreed and 20 percent disagreed. In comparison the posttest showed 78 percent agreed and 20 percent disagreed.

Item ten states that "I feel that marriage tends to decrease a couples respect for each other." The pretest showed 20 percent agreeing and 79 percent disagreeing compared to eight percent agreeing and 89 percent disagreeing in the posttest.

Item eleven says, "I feel that marriage offers one of the best opportunities available for positive personal development." The responses in the pretest showed that 60 percent agreed with the statement and 18 percent disagreed. The posttest showed that 79 percent agreed and 15 percent disagreed. This showed an increase of 19 percent among those who felt marriage offers one of the best opportunities for personal improvement.

Item twelve says, "I feel that marriage usually results in

husbands and wives taking each other too much for granted." The response in the pretest showed that 52 percent agreed and 35 percent disagreed in comparison to 32 percent who agreed and 47 percent who disagreed in the posttest. The results show a 20 percent change in their feelings that husbands and wives usually take each other for granted after completing the marriage course.

Item thirteen states that "I feel that marriage encourages love to grow and become more meaningful." The pretest showed 85 percent agreed and 14 percent disagreed while in the posttest 89 percent agreed and five percent disagreed. There was a decrease of nine percent with the statement that marriage encourages love to grow and become meaningful after completing the marriage course.

Item fourteen says, "I feel that marriage demands too much from an individual." The pretest responses show that 22 percent agreed and 68 percent disagreed in comparison to six percent agreeing and 84 percent disagreeing in the posttest. This shows a 16 percent increase in disagreeing with the statement that marriage demands too much from an individual.

Item fifteen says, "I feel that marriage offers a great opportunity for intimate, meaningful communication with another person." In the pretest 75 percent agreed and 22 percent disagreed in comparison to 94 percent who agreed and four percent who disagreed in the posttest. There was an increase of 19 percent who agreed that marriage offers a great opportunity for intimate, meaningful communication with another person.

Item sixteen says, "I feel that marriage is more likely to create hostility between husbands and wives rather than happiness." The

pretest indicated that 21 percent agreed and 74 percent disagreed. The posttest showed that eight percent agreed and 84 percent disagreed.

Item seventeen says, "I feel that marriage encourages the development of a greater understanding of the needs of others." In the pretest 81 percent agreed and 15 percent disagreed while in the posttest 93 percent agreed and three percent disagreed. The results show that 12 percent more agreed, after completing the marriage course, that marriage encourages the development of a greater understanding of the needs of others.

Item eighteen says, "I feel that marriage is usually disappointing with respect to the husband and wife continuing to love each other." In the pretest 28 percent agreed and 62 percent disagreed in comparison to 28 percent who agreed and 64 percent who disagreed in the posttest.

Item nineteen says, "I feel that most husbands and wives do not desire to be single again." The pretest showed that 53 percent agreed and 29 percent disagreed in comparison to 59 percent who agreed and 21 percent who disagreed in the posttest. The most noticeable difference in responses to this item and responses to the other items was the high percentage of the group who were neutral in their response (18 percent in the pretest and 20 percent in the posttest), indicating some uncertainty as to whether most husbands and wives do desire to be single again.

Item twenty says, "About the best one can hope for in marriage is to keep conflict to a minimum and try to agree on as many things as possible." The pretest showed that 51 percent agreed and 41 percent disagreed in comparison to 38 percent who agreed and 52 percent who disagreed in the posttest.

Analysis of Findings

Major Hypothesis Examined - Perception Concerning Marriage: In order to determine if the findings supported the hypothesis as stated in Chapter I, an analysis of findings was compiled and studied.

Hypothesis II: There is no significant difference in the students' favorableness of perception concerning marriage -- as indicated by the Favorableness of Perceptions Concerning Marriage Scale -- before and after completing a marriage education course. As Table XIV shows the obtained score was 3.531 which was significant at the .01 level. The students' scores were significantly more positive in the posttest than in the pretest.

TABLE XIV

t-SCORES REFLECTING DIFFERENCE IN FAVORABLENESS OF PERCEPTION TOWARD MARRIAGE OF STUDENTS BEFORE AND AFTER COMPLETING A MARRIAGE COURSE ACCORDING TO PRETEST-POSTTEST OF THE MARRIAGE SCALE

Description	No.	\bar{X}	SD	t	Level of Significance
Pretest	94	68.468	14.198	3.531	.01
Posttest	85	75.058	10.216		

These findings suggest that there was a significant positive change in the students' perception concerning marriage during the period of time they were participating in a marriage education course.

Summary

The Favorableness of Perception Concerning Marriage Scale was administered to 94 students in a pretest and 85 students in a post-test. The students were enrolled in a marriage education course.

The hypothesis tested was that there is no significant difference in the favorableness of perception concerning marriage of a group of students before and after a marriage education course. The hypothesis was rejected. The findings revealed that there was a significant difference in the perception concerning marriage held by students after completing a marriage education course. The score obtained was 3.531 and the null hypothesis was rejected at the .01 level. Chapter VI includes a summary, conclusions, and recommendations.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this investigation was to determine the effect a marriage education course would have on the students' self concept and their perception concerning marriage. The objectives of the study were:

1. To review the literature regarding education for marriage and the self concept.
2. To re-evaluate the marriage education course being taught by the researcher.
3. To determine changes in the students' self concept particularly as it relates to the family, society, and the criticism he has of himself, on the basis of a pretest and a posttest.
4. To determine changes in students' perception concerning marriage on the basis of a pretest and a posttest.
5. To draw implications from the findings for a marriage education course.

The hypotheses related to these objectives included two major hypotheses and three sub-hypotheses:

1. There is no significant difference in the students' total self concept as indicated by a self concept scale before and after completing a marriage education course.
 - a. There is no significant difference in the concept students have of their family self as indicated by a self concept scale before and after completing a marriage education course.

- b. There is no significant difference in the concept students have of their social self as indicated by a self concept scale before and after completing a marriage education course.
 - c. There is no significant difference in the students' criticism of themselves as indicated by a self concept scale before and after completing a marriage education course.
2. There is no significant difference in the students perception concerning marriage as indicated by a perception concerning marriage scale before and after completing a marriage education class.

The writer's desire to try to influence the students to improve their self concept and perception concerning marriage motivated the study. The researcher worked with the theory that maybe with a functional approach used in a marriage education course students would be influenced to improve students' self concept and perception concerning marriage. It was believed that through class experiences the students would be made aware of their potentials and see a need to want to improve.

The four main concepts taught in the marriage education course by the researcher were:

1. Uniqueness of Self
2. Preparation for Marriage
3. Adjustment for Marriage
4. Stages in Family Development

Since the first two concepts pertain more to improving one's self concept, and perception concerning marriage, they were described in some detail in Chapter III which presented the nature of a specific marriage education course. The complete outline of the marriage education course is in Appendix A, page 90.

The population consisted of students enrolled in the marriage education course at Connors State College in the fall semester 1969 and spring semester 1970. The Tennessee Self Concept Scale was used

to measure self concept. It was administered as a pretest the first week of each semester, and as a posttest the last week of each semester. The data from these two classes were combined to make one group each of participants on the pretest and posttest. There were 108 participants on the pretest and 84 on the posttest. The differences were caused by absences and withdrawals. The unrelated t test was employed for analyzing the findings.

The Favorableness of Perception Concerning Marriage Scale (Parker, 1971) was used to measure the students' perception concerning marriage. The scale was administered as a pretest the first week of each semester and as a posttest the last week of each semester. The population was the same as the one for The Tennessee Self Concept Scale - namely, students enrolled in the marriage education course. However, the marriage scale was administered on different days than The Tennessee Self Concept Scale so there were 94 participants in the pretest and 85 in the posttest. The differences were caused by absences and withdrawals. Again, the two classes were combined to have one group each of participants in the pretest and posttest. The unrelated t test was also the statistical instrument used to analyze the scores from the Favorableness of Perception Concerning Marriage Scale.

Conclusions

Conclusions were drawn from the findings related to the hypotheses.

1. Significant change is shown in the total positive self concept of students as revealed in a pretest and posttest of The Tennessee Self Concept Scale. The scores were submitted to an unrelated t test. The pretest in the students revealed a mean score of 311.491 as compared to 326.095 in a posttest. The obtained t scores was 2.623. Those scores can be rejected at the .01 level of significance. Hypothesis I rejected.
2. No significant change in family self was obtained as shown in a pretest and posttest of The Tennessee Self Concept Scale. The scores were submitted to an unrelated t test. The mean score in the pretest was 24.879 compared to 25.916 in the posttest. The obtained t score was 1.706. Those scores cannot be rejected at the .05 level of significance. Hypothesis I sub a holds.
3. Significant change is shown on the social self of students as revealed on a pretest and posttest of The Tennessee Self Concept Scale. The scores were submitted to an unrelated t test. The mean score on the pretest was 22.925 compared to 24.059 on the posttest. The obtained t score was 2.103. Those scores can be rejected at the .05 level of significance. Hypothesis I sub b is rejected.
4. No significant change in self criticism was obtained as shown in a pretest and posttest of The Tennessee Self Concept Scale. The scores were submitted to an unrelated t test. The mean score in the pretest was 38.138 compared to 37.059 in the posttest. The obtained t score was 1.338. Those scores cannot be rejected at the .05 level of significance. Hypothesis I sub c holds.
5. Significant change in perception concerning marriage was obtained as shown in a pretest and posttest of Favorableness of Perception Concerning Marriage Scale. The scores were submitted to an unrelated t test. The mean score in the pretest was 68.468 compared to 75.058 in the posttest. The obtained t score was 3.531. Those scores can be rejected at the .01 level of significance. Hypothesis II is rejected.

On the basis of this study it would seem that this marriage education course not only influenced change in the students' perception of self but also resulted in an improved perception concerning marriage. The writer is aware that factors other than this course might have influenced changes in concept of self and perception concerning marriage. Nevertheless, the changes toward self concept,

social self and perception concerning marriage will occur between the administration of the pretest and posttest.

Recommendations

The findings of this study seem to warrant the following recommendations for the professional education component in the field of home economics education:

1. Further research needs to be done on the relationship of the students' self concept and perception concerning marriage.
2. Further research needs to be done on the relationship of the students' self concept and academic achievement in home economics courses.
3. Research is needed on the students' self concept on an individual basis rather than as a group.
4. Further research is needed on the influence a marriage education course has on the family self since this study did not show a significant change.
5. Further research is needed to determine ways in which the students' family self concept can be affected.
6. Further research is needed to determine the most effective ways of teaching marriage education courses.

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APPENDIX A

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

I. Uniqueness of Self

-identifies the factors which influence the development of the self

A. Heredity

-the individual is a unique person in a unique environment

B. Environment

-appraises the influences the family has on personality development

-The self will change as a result of maturation and learning.

-Developing Personality

-identifies factors which generally influence personality development

-a person's perception of himself determines his perception of the environment and these two in turn determine what his behavior will be

-Improving acceptability

-identifies factors which generally influence one's social acceptability

-Define: self, personality, heredity, and environment

-Discuss: factors that have been influential in developing the self.

-Discuss: Characteristics that are: (a) almost entirely determined by heredity, such as eye color, (b) largely the result of learning, and (c) a mixture of both heredity and resulting.

-Evaluation: Write a paragraph on the influence of heredity upon the personality.

-Buzz Session: on the influence of the environment upon personality development.

-Discuss: The family life cycle, as a frame of reference, is a way of taking a long look at family life.

-Discuss: The eight stages in life cycle of man.

-Discuss: "To what extent can one control the development of his personality?" "To what extent does the environment influence the personality?"

-Read and evaluate a case study which illustrates the influence of various factors on the development of the personality. Discuss.

-Discuss: "Can personality be changed?"

-Define: acceptability, sociability, and popularity.

-Reading assignment desirable qualities of friends.

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

I. Uniqueness of Self -contd.

B. Environment-contd.

-The emotional climate most conducive to the development of a healthy concept of self is one in which the individual as a person is of intrinsic worth

-As long as an individual accepts himself, he will continue to grow and develop his potentialities

recognizes that an acceptance of self enables one to relate more adequately to others

self acceptance permits greater acceptance of others

-Discuss: "What factors influence one's ability to attract and keep friends?"

-Discuss: "How can one identify personal factors which need to be improved?"

-Write a paper on an outstanding individual or personality whom you admire.

-Panel discussion: "What is the relationship of personal appearance to social acceptability; of the self image to social acceptability?"

-Discuss: Cite characters from books, movies, or cartoons who are physically mature but not socially mature.

-Discuss current movies, songs, plays, etc., which illustrate qualities of friendship. Which traits are most frequently emphasized?

-Discuss: When the individual "removes his mask" and is able to accept himself more realistically and to relate more adequately to those around him.

-Evaluation: Write a paragraph on "Understanding one's self helps a person to better understand and accept others."

II. Preparation for Marriage and Family Living

A. Functions of marriage in our culture

-appraises the functions of marriage in our society

-Class discussion: "No aspect of human interaction is more challenging than the man-woman relationships."

-Discuss: "A marital problem is seldom one thing; it is many."

CONCEPTS AND BEHAVIORSL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

- II. Preparation for Marriage and Family Living-contd.
- A. Functions of marriage in our culture-contd.
- attitudes toward marriage can gradually be improved
 - recognizes the impact of change upon marriage and family relationships
- B. Defining marital success
- identifies society's concept of successful marriage
 - recognizes the relativity of marital success
 - asuccessful marriage can be accomplished through effort on the part of the two involved
- Self-inventory: "Am I prepared for marriage?"
- Reading Assignment: cultural and historical aspects of marriage and family life.
- Discuss: "Why do people marry?" What is the function of marriage in our society?"
- "Is our society undergoing change in regard to attitudes about marriage and family life?" How does marriage as distinct from mating meet specific needs of society?"
- Summarize the major functions of marriage in contemporary society. "What are the obligations and privileges of marriage?"
- Evaluation: Answer the following question: "How have the functions of marriage and family life changed through the years?"
- Write individual papers on, "Concept of Marital Success."
- Buzz Session: "Why do so many people get married?" "What does society expect from the marriage relationship?"
- Prepare a bulletin board contrasting the "Ideally Successful" marriage with the "Realistically Successful" marriage.
- Discuss: "What criteria would you suggest for determining the success of a marriage?" List criteria on the chalkboard. "Can marriages be judged by a rigid set of standards?" "Can marital success be so relative that one person might evaluate a marriage as successful while another evaluate it as unsuccessful?"

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

II. Preparation for Marriage and
Family Living-contd.

B. Defining marital success-
contd.

-Examine famous quotations about
success or happiness in marriage.

-Invite a counselor to speak to the
class about the importance of
identifying one's own attitudes
and values toward marriage.

-Role play the consequences of one
mate's expectations for marriage
not being in harmony with the
other mate's expectations.

-Discuss: "What does advertising
teach us about marital success?"
"Does advertising imply that if
certain products are used, marriage
will be more successful, more
romantic?"

-To summarize major ideas on marital
success, develop group discussions
on the following questions:

(1) "If both husband and wife
think they are successful in
their marriage, even if it does
not meet other people's standards,
is it successful or not?"

(2) "To what extent is an ideal
marriage a value judgement?"

(3) "In how many aspects of
married living must a couple be
relatively successful in order
to consider their marriage a
success?"

(4) "Would today's individuals
be happier in marriage if they
did not expect so much from it?"

(5) "Where and/or how do we ac-
quire our concept about marital
success?"

CONCEPTS AND BEHAVIORAL
OBJECTIVES

II. Preparation for Marriage and
Family Living-contd.

B. Defining marital success-
contd.

C. Dating as mate selection

- appraises the function of dating in the process of mate selection
- examines the potential of the dating process as an opportunity for personal development
- realizes that every important stage of life is characterized by its own unique problems or challenges

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

(6) "Does a philosophy of rugged individualism (desire to maintain strength in individual identity) support or interfere with the possibilities of success in modern marriage?"

-Evaluation: Re-evaluate individual papers written earlier on "My Concept of Marital Success."

-Evaluation: Comment on the following: "No marriage can be expected to meet all the criteria for success all the time, nor can be expected to arrive at complete perfection."

-Evaluation: List and comment on the elements which influence marriage success.

-Define: dating and courtship

-Select individual research problems on some aspect of dating or attempt to validate the following statement through a review of available literature. "Dating practices in the U.S. have evolved as a substitute for parental control in the youth's preparation for and final selection of a marriage partner."

-See film on dating in our society.

-Identify and characterize the distinct stages of dating in our society. (Examples: (1) casual dating, (2) periodic dating, (3) steadily dating, and (4) steady dating.) "How can the stages in dating be compared with other developmental stages?"

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

II. Preparation for Marriage and
Family Living-contd.

C. Dating as mate selection-
contd.

-collect newspaper and magazine articles which discuss some of the problems of social dating in our society. (Examples: necking, petting, parking, promiscuity, sexual exploration, premarital intercourse, etc.)

-Discuss: "In our society, what are the consequences of premarital sex play?" "Are our attitudes toward premarital intercourse becoming more liberal, becoming more strict, or remaining static?"

-Comment on the "It's all right if you don't get caught "ethic."
"What are the possible consequences of applying that ethic to society in general?"

-Examine some of the problems which may grow out of premarital intercourse. (Examples: possibility of venereal disease, possibility of guilt feelings and damaged self-image, possibility of premarital pregnancy, possibility of developing a distorted image of intercourse, possibility of developing deviant modes of behavior in an attempt to rationalize behavior, and possibility of remorse and anxiety if the relationship does not culminate in marriage.)

-Invite the County Health Nurse to speak on venereal disease.

-See films on venereal disease. Quarter of Million Teenagers, and The Innocent Party.

-Examine the possible alternatives to the young teen-age couple (unmarried) who find that they are to have a baby. (Examples: get married, surrender the child for adoption, abortion, etc.)

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

- II. Preparation for Marriage and Family Living-contd.
- C. Dating as mate selection-contd.
- Examine available records to determine the number of illegitimate births per year.
 - Invite County Health Nurse to speak to the County Health Department in making available contraceptives to single women to help control illegitimate pregnancies.
 - Discuss: "What are some of the "games" people play with others which represent an exploitation of individual rights and dignity?"
 - Discuss: "Do we have a double standard of sex behavior for young men and young women in our culture?"
 - Discuss: "How can girl's and boy's differing attitudes toward pre-marital sex be explained?" "What accounts for these differing attitudes?" "Why do girls, in general, tend to equate sexual intercourse with love, when boys do not?"
 - Discuss: "In cases of sexual involvement, what are the responsibilities that each has to the other?" "Is the sexual involvement likely to result in harm to one or both persons?"
 - List and describe some crucial ideas involved in establishing one's own sexual code in a boy-girl relationship. "Why are these ideas significant?" "What is the place of respecting another's rights and feelings in establishing a code of sexual behavior?"

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

II. Preparation for Marriage and
Family Living-contd.

C. Dating as mate selection-
contd.

-Discuss: "One of the functions of dating in our society is to provide experience for formulating a criteria for mate selection. What are some points that might be considered in developing a criteria for selecting a mate?"

-Summarize the opportunities of the dating period.

-Evaluation: objective test

-Evaluation: Discuss on paper, "The social dating process in our society provides many opportunities for developing guidelines for selecting a mate."

D. The development of love
in the boy-girl relationship

-Define: love

-Reading Assignment: Love in man-woman relationship.

-examine the basis for the development of love in a boy-girl relationship

-Discuss the film, "How do you know it's love?" List suggestions students have for determining when a relationship is characterized by love.

-recognizes that the capacity to love maturely is related to the sum of personal and social experiences which begin at birth

-Invite a minister to speak to the class about the significance of love in the man-woman relationship.

-the capacity to love will improve as a result of maturation

-Discuss "How does one know when one is developing the capacity to love maturely?"

-Discuss: "How does one know when love maturely develops?"

-"Why are some individuals not capable of experiencing a mature love relationship?"

-Contrast the significant characteristics which describe mature and immature love.

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

II. Preparation for Marriage and
Family Living-contd.

D. The development of love
in the boy-girl relation-
ship-contd.

-Discuss concepts such as "a one
and only" "love at first sight,"
and "love solves all problems."

-Small group discussion: "In
what ways does society contri-
bute to the growth of immature
love?"

-Small group discussion: "In
what ways does society contribute
to the growth of mature love?"

-Summarize the factors which in-
fluence the ability to develop
a mature love relationship and
cite some characteristics which
describe a mature love relation-
ship.

-Evaluation: Analyze a case study
and comment on the type of love
relationships described.

E. Motivations for marriage

-distinguishes the relation-
ship between readiness to
marry and marital success

-Discuss: "Why do people get
married?" "What reasons do they
give for wanting to get married?"

-"Do individuals recognize their
own reasons for wanting to get
married?"

-Film: "Worth Waiting For"

-Discuss film

-Identify the motivations which
often disturb marital harmony.
(Examples: to escape from an
unhappy home, to escape from
feeling of loneliness, marriage
on the rebound, marriage because
of premarital pregnancy, marriage
to prevent going into the
service.)

-Read case studies involving
individuals whose motivations to
marry were not in harmony with
those that support a mature love
relationship.

CONCEPTS AND BEHAVIORAL
OBJECTIVES

II. Preparation for Marriage and
Family Living-contd.

E. Motivations for marriage-
contd.

F. Engagement

-identifies the functions of
the engagement period

-recognizes the potential of
the engagement period in
preparing for adjustment
in marriage

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

-Discuss: "If an individual dis-
covers that his readiness for
marriage are immature, what should
be done?"

-Panel discussion: on the topic
of "What might be done to help
people acquire mature readiness
for marriage?"

-Summary: "What are some common
results of marrying to escape
a problem?"

-Evaluation: List some immature
readiness for marriage and des-
cribe some of the problems which
might arise in marriage based on
immature readiness.

-Define: engagement and courtship

-Reading Assignment: the engage-
ment period

-Discuss: "What are some of the
traditions related to the
engagement period in our society?"

-Identify and discuss the functions
of the engagement period in our
society.

-Discuss: "Does a long engagement
contribute to marital success?"

-Discuss: "What percent of engage-
ment materialize in marriage?"

-Small group discussion: "What
are some of the danger signals
recognized during the engagement
period which sometimes lead to
breaking the engagement?"

-Discuss: "What is society's
attitude toward premarital inter-
course among engaged couples?"

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

- | | |
|---|--|
| <p>II. Preparation for Marriage and Family Living-contd.</p> <p>F. Engagement</p> | <p>-Summarize the advantages of the engagement period and its potential for contributing to marital success.</p> <p>-Evaluation: Write a paper on the functions of engagement in our society.</p> |
| <p>III. Adjusting to Marriage</p> <p>A. The complexity of marital problems</p> <p>-realizes the complexities involved in most relationship problems</p> | <p>-See the film: <u>Marriage is a Partnership</u></p> <p>-Reading Assignment: conflicts in marriage</p> <p>-Discuss: "What are the major reasons for marital conflict?"</p> <p>-Small group discussion: "Is it true that couples sometimes hide the real causes of marital conflict under some superficial cause?"</p> <p>-Read and analyze case studies involving marriage conflict.</p> <p>-Evaluation: Comment on the following: "Why are causes for marital conflict so difficult to determine?" "Marriage conflicts are seldom the results of a complexity of causes."</p> |
| <p>B. Sources of marriage problems</p> <p>-examine some possible causes of conflict in marriage</p> | <p>-Make a list of the most frequent causes of marriage conflict. (Examples: sex, social problems, child training, religion, income, in-laws and friends.)</p> <p>-Use cartoons, magazine articles, and newspaper clippings to bring to the attention of the wide variety of causes for marital discord.</p> |

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

III. Adjusting to Marriage-contd.

B. Sources of marriage
problems-contd.

-Divide into study groups to pursue marriage conflicts in depth. Consider the different age groups and determine if they vary according to age. Report findings to class.

-Check divorce statistics to determine the complaints most frequently given in divorce applications.

-Discuss: "Why are some couples so disillusioned when they find that they must work to achieve a happy marriage?"

-Assignment: Review research findings on reasons for marital conflicts.

-Evaluation: List and discuss some of the major sources of marital conflict.

C. Resolving conflict

-identifies factors which influence the ability to work out problems in marriage

-Buzz Session: "What is the difference between a "kiss-and-make-up" and "kiss-and-think-up" approach to solving marital difficulties?"

-Panel discussion: "A problem solving approach for resolving conflict in marriage."

-Read magazine articles which illustrate how couples have been helped to work out solutions to problems. Discuss cases in class.

-Discuss: "What is the role of "keeping communication lines open" in resolving problems in marriage.

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

III. Adjusting to Marriage-contd.

C. Resolving conflict-contd.

-Make a list of some behavior which become obstacles in solving marriage problems. (Examples: jumping to conclusions, focusing on negative possibilities, failing to consider the other's point of view, belittling or degrading the character of the partner, sarcasm, becoming emotional, failure to admit personal responsibility, equating isolated behaviors as a manifestation of love or lack of love, jealousy, etc.)

-Panel discussion: List the behaviors on the last page, which become obstacles in solving marriage problems?

-Buzz session: "Can all conflicts in marriage be solved?"

-Discuss: "What is the result of trying to treat symptoms rather than causes of marriage problems?"

-Review the literature to determine a reasonable strategy for resolving conflict. Discuss findings in class.

-Summarize: (1) the patterns which impair communication of marital grievances, (2) circumstances which contribute to a couple's ability to solve their problems, and (3) circumstances which indicate a need to seek professional assistance in resolving problems in marriage.

-Evaluation: Discuss the following, "It is necessary for couples to live together and work together continuously in order to adjust their ideals, goals, and behavior patterns to one another. The sooner the problem-solving process is initiated in the

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

III. Adjusting to Marriage-contd.

C. Resolving conflict-contd.

marriage, the greater the opportunities for happiness in the years ahead." Marital conflict is not necessarily undesirable or destructive. Indeed, when the focus of the conflicts does not involve an attack on the self-worth of the marriage partner, conflict can, and frequently does, serve some useful purpose in marriage.

IV. Stages of Family Development

-studies present family life as a basis for anticipating future roles and understanding present family

-identify present family life roles

-identify anticipated future family roles

-Buzz Session: "Families are said to be similar in many ways and different in many ways, how are they different?"

-Discuss: "What are the role responsibilities of husbands and wives in our society?" "Are changing times affecting the role responsibilities of husbands and wives in our culture?" "if so, how?"

-Analyze role responsibilities of adult family members on current T.V. shows. "Do these portrayals of family life correlate with actual family living situations?"

-Group presentation: "How has certain factors affected roles of men and women in the family?" (Examples: higher education for women, increasing technology in the home, increasing employment of women outside the home, legislation on women's rights, increase in child care facilities, increasing standards of living, changing attitudes toward authority patterns in the home, etc.)

-Assignment: Read magazine articles on the family of the future. What are the implications for youth?

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

IV. Stages of Family
Development-contd.

-Review literature on the implications for the future family.

-Evaluation: Summarize the factors which affect adult family roles.

-Evaluation: Write a paragraph about the influences on family life in our culture.

A. Family Life Cycle

-recognizes family life as a profession through various stages which have unique needs, problems and rewards

-expresses an interest in the problems of special groups in our society

Review: "The family life cycle, as a frame of reference, is a way of taking a long look at family life. It is based upon the recognition of the successive patterns within the continuity of family living over the years. It opens the way for study of the particular problems and potentials, rewards and hazards, vulnerabilities and strengths of each phase of family experience from the beginning to end.

-Use chart or overhead transparency to illustrate the eight stages of the family life cycle. Use opaque projector or overhead projector to show pictures of families in different stages.

-Buzz session: List the forms of family life in modern America that are not really accounted for in the family life cycle stages as outlined in the cycle. (Examples: families broken by death, divorce, or separation, couples without children, grandparent rearing grandchildren, families characterized by one or more stepsiblings, unmarried parents, etc.)

-Review available resources and summarize the major changes which have occurred in the family life cycle in the 20th century. (Examples: (1) men and women marry earlier, (2) the child

CONCEPTS AND BEHAVIORAL
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LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

IV. Stages of Family
Development-contd.

A. Family Life Cycle-contd.

rearing period is shorter, (3) the empty nest characterized by the marriage of the last child comes sooner, (4) both men and women live longer, (5) there is a longer period together as a couple after the children have left the home, (6) each family member has a larger number of older living relatives now than formerly, (7) more women return to the labor force after their children leave the home, and (8) the mandatory retirement age comes sooner.)

-Discuss: "What are the particular pleasures and problems of the aging family in our society?"

-Discuss: "What is the relatedness of changes in the family life cycle to the development of business and enterprise and the emergence of family problems?"

"What is the relatedness of the stages in the family life cycle to planning for one's future?"

"What is the relatedness of the stages of the family life cycle to understanding the functioning of one's present family?"

-Evaluation: Write a story about a hypothetical couple. Trace the development of their family through the various stages of the life cycle from its inception to death of one of the spouses.

B. Family Developmental Tasks

-Define: family developmental tasks

-appraises the responsibilities of families in our society

-Buzz session: "What are the tasks of families in a modern civilization?"

-recognizes family developmental tasks as motivators for family development

CONCEPTS AND BEHAVIORAL
OBJECTIVES

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

IV. Stages of Family
Development-contd.

B. Family Developmental
Tasks-contd.

-Compare ideas of the buzz session groups with theoretical listings of the developmental tasks of families. (Examples: The basic tasks of families are: (1) physical maintenance; (2) allocation of resources; (3) division of labor; (4) socialization of family members; (5) reproduction, recruitment, and release of family members; (6) maintenance of order; (7) placement of members in the larger society; and (8) maintenance of motivation and morale).

-Discuss: "What is the relationship of each individual to the developmental tasks of the family?"

-Class discussion: "Families are the nurturing centers for human personality development. More than any other group, families are held responsible for the well-being of their members. It is within the family group that the child is born, nurtured, taught, socialized, matured, and released to start a family of his own."

-Present a panel discussion on "what types of conflicts are involved when individuals are trying to achieve individual developmental tasks and family developmental tasks as well?"

-Evaluation: Develop criteria for appraising the success of family in achieving developmental tasks.

C. Family Functions in a
Changing Society

-recognizes that family functions will continue to change with the changing society

-Review the functions that the family now serves in contemporary society. Compare these functions with those of yesteryear.

CONCEPTS AND BEHAVIORAL
OBJECTIVES

- IV. Stages of Family
Development-contd.
- C. Family Functions in a
Changing Society-contd.

D. Meeting Family Crisis

- recognizes the inevitability of some crisis in family life
- appraises the characteristics helpful in meeting and overcoming family crisis
- relates personal preparedness to overcome family problems

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

- Discuss: "In relation to the changing technology, how will the functions of the family change?"
- Reading Assignment: the family in a changing society.
- Collect articles from current magazines on the family's future role in the socialization of the young.
- Write individual papers on "The Status of the Family in the Year 2000." Present highlights of the papers for class discussion.
- Evaluation: Answer the following question, "Do you anticipate that the family of the future will have the same developmental tasks as today's family?" Develop a theoretical viewpoint to support your answer.
- Discuss: "There are a number of unsolved problems in family life today."
- Buzz session: List specific incidence which may be regarded as family crisis. (Examples: death, separation, senility, disability, divorce, drastic change in income, unexpected pregnancy, illness, unemployment, birth defects, financial reversals, destruction of property, etc.)
- Discuss: "What is the potential effect of a crisis upon family solidarity?"
- Invite a judge to speak on the major causes of family dissolution.

CONCEPTS AND BEHAVIORAL
OBJECTIVES

- IV. Stages of Family
Development-contd.
- D. Meeting Family Crisis-
contd.

LEARNING EXPERIENCES AND
EVALUATION PROCEDURES

- Invite a social worker from the County Health Department to speak on their work with distressed individuals and/or families.
- Invite a resource person to talk to the class about patterns of reaction to family crisis. (Examples: shock, disbelief, protest, helplessness and detachment, readjustment and strategy, etc.)
- Discuss: "Classify family crisis according to those which cannot be avoided and those that could be averted."
- Evaluation: List the factors which may influence the frequency of family crisis.

APPENDIX B

TENNESSEE SELF CONCEPT SCALE SAMPLE SCORE SHEET

In Terms of	How the Individual Perceives Himself					Row Totals
	Column A Physical Self	Column B Moral-Ethical Self	Column C Personal Self	Column D Family Self	Column E Social Self	
Row 1 Identity What He <u>Is</u>	23	24	27	25	25	124
Row 2 Self Satisfaction How He <u>Accepts</u> Himself	21	10	21	19	22	93
Row 3 Behavior How He <u>Acts</u>	22	19	18	18	24	101
Column Totals	Total Positive 66	53	66	62	71	Total Positive 318

VITA 8

Evelyn K. Cottrell

Candidate for the Degree of

Doctor of Education

Thesis: CHANGES IN SELF CONCEPT AND PERCEPTION CONCERNING MARRIAGE OF STUDENTS ENROLLED IN A JUNIOR COLLEGE MARRIAGE EDUCATION COURSE WITH IMPLICATIONS FOR TEACHING

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