

AN EXPLORATORY STUDY TO DEVELOP AN INVENTORY
FOR THE MEASUREMENT OF EMPATHIC ABILITY
IN THE MARITAL RELATIONSHIP

By

DALE EDWARD CHLOUBER

Bachelor of Science

Oklahoma State University

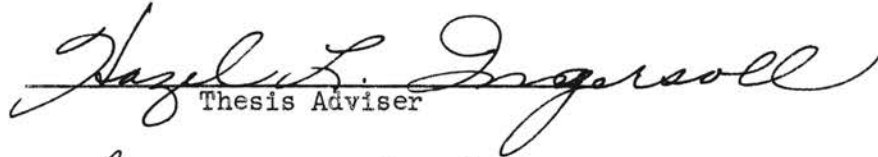
Stillwater, Oklahoma


1959

Submitted to the faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
May, 1961

AN EXPLORATORY STUDY TO DEVELOP AN INVENTORY
FOR THE MEASUREMENT OF EMPATHIC ABILITY
IN THE MARITAL RELATIONSHIP

Thesis Approved:


Thesis Adviser




Dean of the Graduate School

JAN 2 1962

ACKNOWLEDGEMENTS

Indebtedness is acknowledged to the members of the Department of Family Relations and Child Development at Oklahoma State University who generously gave their time, skill, and patience which made this study possible. Particular appreciation is due Dr. Hazel Ingersoll, who contributed many ideas and suggestions, and to Mrs. Girdie Ware and Dr. Virginia Stapley, who were members of the advisory committee.

The writer wishes to express sincere thanks to Dr. Gerold Motz of the Kay County Guidance Clinic, who cooperated in securing indexes of empathy for couples in marriage counseling. Appreciation must also be acknowledged to Mrs. Mary Cox and Mrs. Ware and to their students who cooperated in making data available.

Gratitude is also due to Warren McClintock, Mrs. Lorene Keeler, and Mrs. Cox, who acted as judges in the construction of the empathy measure. Here again the writer is grateful to Dr. Hazel Ingersoll, whose countless suggestions greatly improved the empathy measure.

To my wife, to whom this thesis is dedicated, appreciation is expressed not only for her patient understanding but also her assistance in typing and correcting the final manuscripts.

TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM	1
Introduction to the Problem.....	1
Statement of the Purposes.....	2
Hypotheses.....	2
Procedure.....	2
Subjects of the Study.....	4
II. SURVEY OF THE LITERATURE.....	12
The Theoretical Concept of Empathy in the Literature.....	12
The Generality of the Ability to Judge Others.....	15
Variables Associated with Empathic Ability.....	18
The Age Factor in Empathic Ability.....	18
Sex Differences.....	19
Self-Insight.....	21
Projection.....	22
Intellectual Ability.....	23
Emotional Stability and Personality Integration...	24
Social Competence.....	26
The Judge and the Judged in Empathy.....	27
III. DEVELOPMENT OF THE INSTRUMENT.....	29
Construction of the Instrument.....	29
Scoring the Empathy Measure.....	40
Validity of the Empathy Instrument.....	43
Reliability of the Instrument.....	44
Norms for the Empathy Instrument.....	45
Limitations of the Study.....	46
Summary and Discussion.....	47
BIBLIOGRAPHY.....	50
APPENDIXES.....	54
Appendix A.....	54
Appendix B.....	63
Appendix C.....	70
Appendix D.....	78

LIST OF TABLES

Table	Page
I. Distribution of Samples A and B According to Education.....	4
II. Distribution of Samples A and B According to Childhood Residence.....	5
III. Distribution of Samples A and B According to Age.....	5
IV. Distribution of Samples A and B According to Length of Present Marriage.....	6
V. Distribution of Sample According to Age.....	8
VI. Distribution of the Sample According to the Number of Months or Years of Present Marriage.....	8
VII. Distribution of Sample According to Number of Times Married.....	9
VIII. Distribution of Sample According to Education.....	9
IX. Distribution of Sample According to Childhood Residence.....	10
X. Distribution of the Sample According to Number of Children in Marriage.....	10
XI. A Sample of Items to Show the Construction of Forms A and B.....	39

CHAPTER I

THE PROBLEM

Introduction to the Problem

The concept of empathy is assuming an increasingly important role in the study and understanding of successful marriage. However, despite the growing emphasis on empathy as a concept of considerable significance, there are, as Parker pointed out from his survey of the literature, relatively few basic things known about the phenomenon. (37). One can find a large number of references to the concept in the literature, but few studies are concerned with basic research. Rogers maintains that with an increase in the ability to empathize comes an increase in the ability to communicate. (38, p. 349). Cottrell considers all successful social interaction as being basic to the empathic process. (13, p. 707). Research concerning empathy is, indeed, a challenging area and one where study is needed. Possibly few other areas of research in interpersonal relations involve the complexity of interrelated factors as do those involved in empathy. (45). Probably the most pressing need of the present time is for the achievement of better understanding and improvement of interpersonal relationships, not only in families but also on the national and international levels.

Statement of the Purposes

For this exploratory study the writer plans to develop an inventory for the measurement of empathic ability in the marital relationship. As part of the process of developing the instrument, the writer will establish some degree of validity and reliability for the inventory in measuring certain aspects of empathic ability between marriage partners. The writer's second purpose involves trying out the instrument on a limited sample to establish norms.

Hypotheses

The writer hypothesizes a) that empathy can be measured by using twelve significant factors in marital adjustment; and b) that a pencil and paper instrument to be checked by the partners can be devised to measure empathic ability in the marital relationship.

Procedure

It should be recalled that the purposes of this exploratory study were: a) to develop an inventory for the measurement of empathic ability in the marital relationship and in the process to undertake a limited study of the reliability and validity of the instrument; and b) to try out the instrument on a limited sample to establish norms.

Three important phases of general procedure are involved in this research: a) the construction and validation of the empathy

instrument, b) determination of the reliability of the instrument to find the accuracy and precision with which it measures whatever it does measure, and c) the establishment of tentative norms.

The first phase of this research, the development of the empathy instrument, involves a) a survey of the literature for an understanding of empathy, b) the development of the statements based upon critical areas involving marital adjustment, c) submitting the items to a panel of judges for suggested refinements, d) incorporation of the suggestions of the judges into a final group of items which are to comprise the empathy instrument, e) the establishment of a degree of validity for the empathy instrument through an external criterion and extreme samples. The proposed statistic to be employed for the comparison of the two means of the extreme samples is the t-test.

The second phase of this research, which will run concurrently with the third phase concerns the establishment of reliability for the empathy measure. For the establishment of reliability the writer has chosen the split-halves method, in which the odd and even items on each individual inventory are found, resulting in presumably two equivalent halves of the inventory. The coefficient of correlation between the odd and even items of the total instrument can be computed in this way.

The third phase involves the computation of tentative quartile norms for the empathy instrument. The quartiles computed from the sample then would be labeled with appropriate degrees of empathic ability.

Subjects of the Study

For the purpose of validating the instrument the writer made the assumption that poorly adjusted couples would be characterized by a lack of empathy and that well-adjusted couples would possess empathy.

In obtaining extreme samples the writer chose couples in marriage counseling for poorly adjusted couples. Well-adjusted individuals in marriage were found by using the empathy scores of only those testees who scored extremely well-adjusted or decidedly well-adjusted on the Marriage Adjustment Form. (6, p. 760). The couples in marriage counseling were obtained from the Kay County Guidance Clinic at Ponca City, Oklahoma, and the well-adjusted individuals in marriage were students at Oklahoma State University. The Empathy Measure and the Marriage Adjustment Form were given to thirty couples, nine of which met the criterion set for adjustment in marriage. Hereafter those couples in marriage counseling will be referred to as Sample A and the well-adjusted couples Sample B.

Table 1 indicates that Sample B has a higher educational level than Sample A.¹

TABLE 1
DISTRIBUTION OF SAMPLES A AND B
ACCORDING TO EDUCATION

	Sample A			Sample B		
	Males	Females	Total	Males	Females	Total
High Sch.	1	4	5	0	2	2
Univ.	4	3	7	4	3	7
Total	5	7	12	4	5	9

1. The writer is aware of the possibility that there may be a difference in social class and that this research doesn't take it into account.

As to childhood residence, Table 2 indicates that individuals in Sample A tend to come from a city of over 10,000 and individuals in Sample B tend to have lived in rural areas during childhood.

TABLE 2
DISTRIBUTION OF SAMPLES A AND B
ACCORDING TO CHILDHOOD
RESIDENCE

	Sample A			Sample B		
	Males	Females	Total	Males	Females	Total
Farm	1	0	1	2	2	4
Town	2	1	3	0	1	1
Village ₂	0	1	1	1	2	3
City ₃	1	1	2	0	0	0
City ₄ *	2	3	5	1	0	1
Total	6	6	12	4	5	9

*The Legend for Table 2 is the same as for Table 9.

Table 3 indicates that individuals in Sample A are somewhat older than those in Sample B.

TABLE 3
DISTRIBUTION OF SAMPLES A AND B
ACCORDING TO AGE

	Sample A			Sample B		
	Males	Females	Total	Males	Females	Total
20-25	1	3	4	3	4	7
26-31	3	1	4	1	1	2
32-37	0	0	0	0	0	0
38-43	2	2	4	0	0	0
Total	6	6	12	4	5	9

Table 4 shows that individuals in Sample B have been married a somewhat shorter time than those in Sample A.

TABLE 4
DISTRIBUTION OF SAMPLES A AND B
ACCORDING TO LENGTH OF PRESENT MARRIAGE

	Sample A	Sample B
1 through 11 months	0	2
1 yr. through 4 yrs.	4	5
6 yrs. through 8 yrs	4	0
9 yrs. through 12 yrs.	2	2
18 yrs.	2	0
Total	12	9

The two samples chosen for validation of the instrument represented (1) twelve persons in marriage counseling who were presumably unadjusted in marriage and (2) nine persons selected because of their high marital adjustment scores on the Burgess and Wallin Marriage Adjustment Form. These two samples represented extreme groups for the purpose of validating the accuracy of the instrument for detecting extremes in empathic ability. Generally speaking, however, the samples differed somewhat in educational level, residence in childhood, and in age and length of marriage. Therefore, the investigator admits that some factors in the two samples were not controlled. Also, the empathy measure was administered to fifty-four married couples, one or both of which were currently enrolled at Oklahoma State University, for the establishment of reliability and norms. Four of the subjects were eliminated because their inventories were improperly filled out. This left a total of fifty couples with correctly filled out

inventories and a total of one-hundred in the sample. These subjects were in four different groups which were distributed as follows:

Methodist Young Married Group-----	24
Military Wives Bowling League-----	40
Married Students in a Marriage Course-----	26
College Housing for Married Students-----	10

Each subject completed an information sheet which included age, number of children in family, number of times married, number of months or years married, education and residence during childhood. The tabulated results of this information sheet can be seen in Tables 1, 2, 3, 4, 5, and 6. A copy of the face sheet is in Appendix A.

Since the sample was drawn from a college population, one would expect to find the ages represented to fall in the late teens and in the twenties. The data in Table 5 bears this out in that 88 per cent of the sample fall in the age range of 18 to 29. This sample appears to be somewhat older than the average college population. This might be attributed to the fact that 10 per cent of the samples were veterans and their wives.

TABLE 5
DISTRIBUTION OF THE SAMPLE
ACCORDING TO AGE

Age Intervals	Male	Per cent	Female	Per cent	Total	Per cent
18-21	12	24%	18	36%	30	30%
22-25	10	20%	13	26%	23	23%
26-29	19	38%	16	32%	35	35%
30-33	7	14%	2	4%	9	9%
34-37	0		0		0	
38-41	1	2%	1	2%	2	2%
42-45	1	2%	0		1	1%
Total	50	100%	50	100%	100	100%

It is likewise evident from Table 6 that the sample is predominantly composed of couples that are not newlyweds. Seventy-eight per cent of the couples were married from one to eight years. Eighteen per cent of the sample were married less than one year.

TABLE 6
DISTRIBUTION OF THE SAMPLE ACCORDING
TO THE NUMBER OF MONTHS OR YEARS
OF PRESENT MARRIAGE

Length of Marriage	Frequency	Per cent
1 through 5 months	7	14%
6 through 11 months	1	2%
1 through 3 years	13	26%
4 through 8 years	26	52%
9 through 12 years	1	2%
13 through 16 years	2	4%
Total	50	100%

Table 7 shows a predominance of those in the sample to have been married only once, with the women showing the greater incidence of having been married twice.

TABLE 7
DISTRIBUTION OF SAMPLE ACCORDING
TO NUMBER OF TIMES MARRIED

	Once	Twice	Per cent
Males	49	1	2%
Females	46	4	8%
Total	95	5	5%

As would be expected, Table 8 shows that 79 per cent of the sample were enrolled in university study. Except for one male, all the males were enrolled at Oklahoma State University. The remaining twenty per cent not enrolled at Oklahoma State University consisted of 19 females and one male who had high school educations and one female who had graduated from business school.

TABLE 8
DISTRIBUTION OF SAMPLE ACCORDING
TO EDUCATION

	High Sch.	%	Univ.	%	Other	%
Males	1	2%	49	98%	0	
Females	19	38%	30	60%	1	2%
Total	20	20%	79	79%	1	1%

Table 9 indicates that approximately one third of the sample was reared on the farm and that more than forty per cent were reared in a town larger than 10,000.

TABLE 9
DISTRIBUTION OF SAMPLE ACCORDING
TO CHILDHOOD RESIDENCE

	Farm	Town ¹	Village ²	City ³	City ⁴
Males	21	7	2	7	13
Females	16	7	6	12	9
Total	37	14	8	19	22

Legend for Table 9

Town¹--2,500-9,999 City³--10,000-24,999
Village²--Less than 2,500 City⁴--More than 25,000

Table 10 shows that the greatest number of couples do not have children and that those having children have one or two.

TABLE 10
DISTRIBUTION OF THE SAMPLE ACCORDING TO
NUMBER OF CHILDREN IN MARRIAGE

Number of Children	0	1	2	3	4
Incidence	19	11	11	5	4

The sample chosen for the establishment of reliability and norms for the instrument represented married students, one or both of which were enrolled in university study. Generally speaking the sample consisted of students from twenty to thirty years of age who had been married from one through eight years and who tended to come from a rural childhood residence.

It is evident from the study of these tables that the sample does not constitute a representative sample. In the first place the sample is not

representative due to the fact that the sample was drawn from a population where one or both of the married partners were enrolled in university study. Also, each couple had the opportunity to refuse to participate.

CHAPTER II

SURVEY OF THE LITERATURE

The Theoretical Concept of Empathy in the Literature

The word empathy may be found in the literature of psychology, sociology, aesthetics, and family relations studies. However, since the investigator is primarily concerned with the implications the term has in the marriage relationship, an exhaustive analysis of the various usages of the word is beyond the scope of this study. Rather, the writer shall confine himself to a brief survey of some of the representative definitions and interpretations with the purpose of providing a background to the more specific aspects of this study.

Theodor Lipps, a German psychologist, originated the concept of empathy when he labeled the knowing and knowledge of other people as "Einfühlung." (40, p. 6). For Lipps, empathy appears to be a sensing of the feelings on the part of one person for another. The empathic process was viewed as being an internally cognitive process that is inseparable from the person with whom one empathizes. For him, empathic ability was dependent upon past experiences but had exclusive, objective, and intellectual origins. (2, p. 532). Lipps attempted to remove the concept from the realm of inference. Through empathy the conscious life of another person is understood separately from one's own feelings.

In a contrasting theory Freud proposed that empathy is a process in which that which is foreign to one's ego is understood. Those people who are not emotionally significant are understood through empathy and those having emotional significance are understood through identification. For him empathy is an intellectual process with understanding achieved through imitation and inference. (2, p. 532).

In the book The Individual Psychology of Alfred Adler, Rowena and Heinz Ansbacher devote considerable space to a discussion of the Adlerian view of empathy. Unlike Lipps and Freud, Adler viewed identification as being so much a part of the empathic process that the two terms were used interchangeably. Adler held that empathy and understanding are facts of social feeling and are essential to the achievement of socialized living. The capacity for identification of empathy is for Adler an acquired one which is achieved only in growing up in relation to others and in feeling assimilation to other persons or situations. (3, p. 136). Operationally, empathy is defined as "seeing with the eyes of another, hearing with the ears of another, and feeling with the heart of another." (3, p. 136). To hear, see, and feel with another implies the losing of one's self completely in the other to become identified with him.

William Healy, also, discusses the relationship between empathy and identification. He writes:

Certainly the possession of a sympathetic or unsympathetic nature is regarded as a personality characteristic--and empathy is merely a step further in the feeling-life beyond sympathy. Does this mean that there are differences in the capacities for identification? Or is it the other way around; do our capacities for empathy lead us to make identifications? (30, p. 105)

It is the opinion of Healy that the empathic index may be an indication of reactive tendencies limited to certain fields where one has been conditioned by experience. An example of this opinion might be that of a boy who experienced bodily injury and is emotionally affected when witnessing accidents and injuries sustained by others. He identifies himself in part with the injured person.

In a rather philosophical tone Stewart expresses the opinion that empathy is thinking and feeling like another person while differentiating the self from that person. He views empathy as being unconscious identification (40, p. 9) that is characterized by good will. (40, p.44). This unconscious identification is often met by resistance on the part of the one doing the empathizing. Stewart expresses the opinion that this resistance which attempts to preserve the self is an obstacle to personal knowing as well as to empathy. Once the individual understands that what was believed to be an external threat is really an internal threat, Stewart contends that the resistance is reduced. In his formal definition of empathy he states that empathy is deliberate identification with another, promoting understanding of the other through identification and imagining the other's feelings. For Stewart empathy is both a process of intuition and the basis of dynamic inference. (40, p. 12).

Combs and Snygg, in their book Individual Behavior, express the opinion that all behavior is a function of the total of the intellectual and emotional perceptual field at the moment of behaving. (12, p. 225). The words, actions, and gestures of people are symbols that convey the nature of the perceptual field. Through the cues communicated, something of others' feelings can be inferred. They term the ability to pick up the

cues and then to infer and understand the feelings of other people as empathy. (12, p. 236). This ability to empathize is possessed in some degree by everyone, although adequate persons perceive with less defensiveness and distortion than inadequate persons. (12, p. 256). For Combs and Snygg the empathic process becomes complete when identification is added to the cue awareness of adequate persons. Identification gives a feeling of being "one with" other people. In this feeling of empathic oneness they share the feelings of others and are motivated by love, understanding, and compassion. (12, p. 258).

The above theoretical interpretations of the concept of empathy are but a sample of the many meanings empathy has for different theorists. They all agree, however, that empathy is a form of "interpersonal knowing" which promotes understanding.

The Generality of the Ability to Judge Others

The writer is concerned in this section with the consistency with which a subject can judge another. Is there consistency of empathic ability sufficiently general that a meaningful trait can be considered? G. W. Allport suggests that the ability to judge others is neither entirely general nor entirely specific. "It would be unreasonable, therefore, to expect a judge of people to be uniformly successful in estimating every quality of every person." (2, p. 512). The following research evidence, on the whole, supports Allport's contention.

In an early study Vernon used 44 measures of ability to judge others and found significant correlations of over plus .30 for analytic

ability (ability to rate strangers) and the non-analytical ability to rate people in social situations. (45, p. 57). Wedeck concluded that there is a general ability of psychological perception in judging others. In his study with adolescent girls he found significant positive correlations ranging from .18 to .56 (with a mean of .31) between the ability to rate the personality traits of verbally described persons and seven other tests of ability designed to judge emotions and personality. (47, p. 150).

Cline and Richards' research gives additional research evidence to support the hypothesis that a general ability to judge others accurately does exist. Their findings suggest that a good judge may be perceptually apt at judging others either (1) because he has an accurate stereotype or (2) because he is able to predict specific differences between individuals, or both. (11, p. 7). The results of this study suggest that the ability at interpersonal perception consists of at least two independent variables--stereotype accuracy and differential accuracy. Bronfenbrenner and associates came to an identical conclusion concerning the independent components in interpersonal perception. (5, p. 347). Since this research employed different procedures, it and the Cline and Richards study support each other. Further evidence of the consistency involved in predictive ability is found in Gage's research. After the judges had observed the strangers, the accuracy of the judges' stereotypes in Gage's study was significantly greater than the predictive accuracy. The perceptions of the judges appeared to be more a function of internal frame of reference rather than specific stimuli. (23, p. 24).

For a further understanding of the generality of the concept empathy, the reliability indexes found for empathy by various researches become important. The reliability indexes seem to indicate that there is some consistency in the ability of certain individuals to judge accurately; however, this consistency is not generally high. For a split-half reliability Dymond found for her empathy test a correlation coefficient of .82 and a test-retest reliability after a lapse of six weeks of .60. (15). Adams, in a pioneering study of empathy, found an average test-retest reliability of .55 after an interval of three weeks for sorority girls who rated nine of their sorority sisters on 63 personality variables. (1).

Estes' study, which was designed to study the judging of personality from expressive behavior, found that the ten best judges in his sample were consistently more accurate in their ability to rate the traits of persons in short movies than the ten poorest judges. The correlation between the good judges and the poor judges was $-.87$. (20, p. 222). Gage also found similar evidence when he had judges judge the responses of six strangers for the Kuder Preference Inventory after having observed their behavior for a short time. His judges appeared to judge consistently irrespective of the specific Kuder items or the person the judges were judging. (24, p. 19). Dymond also found her good judges to show more accuracy in predicting the self-rating of subjects on six traits than did the poorer judges. It was found that the correlations of good observers was $+.61$ and poor observers was $+.14$ between group members and the test results. (17, p. 131). The above research suggests certain

judges were consistently able to judge accurately irrespective of the type of subject or the qualities judged.

Although conflicting research evidence can be cited in the literature concerning the generality of the ability to judge others, it appears that the ability to accurately judge others is a function of judging ability and of certain interactional factors, but the greater the ability to judge the less influence the interactional factors will have on the ability to judge. Suggested interactional factors in the research literature are (1) the type of person being judged, (2) the relationship between the judge and the person being judged, (3) the traits being judged, and (4) the type of judgment required. (41, p. 4-5).

Authorities in these studies produce inconsistent results with regard to whether or not empathic ability is a single trait. However, the investigator accepts for this study the inference supported by Cline to the effect that spouses may be able to predict specific differences between individuals (because they know each other intimately). The stereotyping of the spouse's behavior does not apply in this case. Therefore, the writer makes the assumption that in the marital relation empathy operates as a single trait.

Variables Which are Associated with Empathic Ability

The Age Factor in Empathic Ability

One of the first variables of empathy to be explored through research was age. Dymond found, in comparing seven and 11 year old

children, that a marked increase in empathy takes place between these ages. Using a device called the social insight test, each child judged the extent to which he was liked or disliked by the other members of the class. An empathy score based upon the degree of accuracy of judgment of ratings was found. The results were significant at the .01 level of confidence and favored the 11 year old children. (19, p. 204). Gage found a gradual increase in empathic ability between the ages of 3 to 14. In his experiments he had his subjects give the impressions they perceived from six pictures. (24, p. 453). Further support for the development of empathy is found in Walton's research. The results of his research suggest that the empathic process begins at an early age and growth in empathic ability is gradual in nature. The greatest increases in empathic ability appear to take place in preadolescence and between fourteen years of age and adulthood. He also concluded that individual differences in empathic ability appear as early as kindergarten age and are in evidence in all age groups. (46, p. 66).

Sex Differences

Studies of sex differences associated with empathic ability are fragmentary and exploratory in nature. However, Dymond found an interesting difference in empathic ability between the sexes. The differences between males and females were not significant on the first testing, but on the retest six weeks later the females were significantly more accurate. The subjects in this study were required to predict how other members of their group rated themselves. Although the females didn't appear to have an initial advantage in the ability to empathize,

they seemed to be more accurate in the second testing. (18, p. 130). In later research Dymond found females significantly better in making perceptive judgments that were similar to those in the first experiment. (15, p. 347). At the ages of four, five and nine Gates found the girls to be slightly better in their ability to interpret emotional expressions from pictures. However, the boys were found to be slightly superior at the ages of six, seven and eight. The differences between the males and females in Gates study were small as well as inconsistent, and chance factors may explain them. Gates, in an experimental study, concluded that differences in empathic ability between the sexes are not warranted except in the case of judging fear responses, in which the boys appeared to be always superior. (26, p. 35). In a sample of 62 married couples Notcutt found that the husband showed superior insight in 25 of the couples. The mean differences were not statistically significant and it was concluded that knowledge of the other spouse was not associated with sex. (21, p. 69). Fields found a nonsignificant ratio between male and female performance in the accuracy with which facial expressions were judged. He concluded that in the ability to discriminate facial expressions there is no difference as far as sex is concerned. A research appearing in Talent and Society (34) indicates that men who are sensitive to men are also likely to be sensitive to women, but the more sensitive a woman is to her own sex the less likely she is to be sensitive to men. (34, p. 58).

From the weight of the evidence cited there appear to be no conclusive sex differences in the ability to judge. The commonly

accepted notion that women are superior empathizers does not appear to be warranted by fact.

Self-Insight

The relationship between self-insight and empathy has occupied a considerable amount of interest in the literature. Dymond hypothesized that the ability to empathize is accompanied by a better understanding of the relationship one has with others. In her studies she found that those who were less able to take the role of the other lacked insight into their own personal relations. Eighty-three per cent of those in her study who fell into the "denied relationship group" (lacking self-insight) fell into the low empathy group. (17, p. 233). In reading the description of the "denied relationship group," the writer infers that lack of insight into the self is also likely to be accompanied by low ability to take the role of the other.

Tarwater concluded from his study that there appears to be a relationship between self-insight and empathy. He interprets his findings to indicate that an understanding of others is a by-product of understanding the self. (42, p. 128). Adams' findings were not so conclusive. In his study he tested the ability of girls to rank themselves and acquaintances on 63 traits, using the pooled rankings as the criterion. His findings indicate something of a paradox in that the one who is most interested in others understands himself best, and the one who is most interested in himself understands others more completely. The good judges of self seemed to be oriented toward society while the good judges of others appeared to be rather egotistical. The outstanding finding of Adams' study

is expressed in the greater social interest and adaptability of the person characterized by self-insight. Adams suggested in his tables that those with self-insight are more sympathetic, demonstrative, tactful, polite and popular. The good judge of others, on the other hand, tends to be independent, taking relatively little interest in other persons but showing slightly positive social tendencies.

Using graduate students in psychology, Norman found that their over-all ability to judge themselves on 31 personality traits correlated low but positively with their ability to judge their peers realistically on the same traits. (36, p. 235).

The research concerned with the relationship between empathy and self-insight seems to be in agreement when self-insight and empathy are the only variables. However, when other behaviors are considered, the results do not appear so conclusive.

Projection

The concept of projection in the literature is somewhat confused as it relates to the empathic process. Koester, as quoted by Dymond, says that empathy is a process of both projection and introjection. Both terms refer to an experience of partial identification between a subject's mental processes and those of another. (15, p. 344).

There is lack of agreement among authorities as to the importance of projection in empathic ability. For instance, Hastorf says that it makes no "psychological sense" not to make a correction for projection in defining the concept empathy. (27). Cowden disagreed when he interpreted his findings to indicate that empathy and projection are

not necessarily contradictory. In his study they appear to be coexistent. (14, p. 190).

Although research has not substantiated the relationship empathy and projection have to each other, this writer in the present study is not taking projection into account as it relates to empathy.

Intellectual Ability and Empathy

In his book Personality: a Psychological Interpretation, (2) G. W. Allport concluded that the research prior to the publication in 1937 has found repeatedly "that some relationship exists between superior intelligence and the ability to judge others." Allport reasons that "understanding people is largely a matter of perceiving relationships between past and present activities, between expressive behavior and inner traits, between cause and effect and intelligence is the ability to perceive just such relations as these." (2, p. 514). This argument seems reasonable to the writer and is somewhat reinforced by Dymond's research.

Dymond found no over all significant difference in the intelligence of good and poor empathizers. The mean I. Q. of the good empathizers was 132.1 and the mean I. Q. of the poorer empathizers was 126.4. However, when the verbal and performance scores of the two groups were compared, striking differences were found. The verbal I. Q. for the high empathy group was 128.6 and 130.0 for the low empathy group. While the corresponding performance of the high empathy group was 130.5 and 116.5 for the low empathy group. The low empathy group appears to function as well as the high empathy group on the abstract verbal level

but seems to be somewhat at a loss to deal with concrete situations, particularly as they relate to people. (17, p. 347).

The writer found no other available important research supporting a relationship between intelligence and empathy; however, Taft, in a very thorough research of the literature, concluded, "There seems to be a positive relationship between intelligence and the ability to judge others analytically." (41). He states, using some unpublished sources as references, that "it is impossible that accurate non-analytic judgments of others are more a function of good perceptual and judgmental attitudes than of the use of abstract intelligence, provided the mode of making the judgments is clearly within the level of comprehension of the judges." (41). Taft bases this, in part, on Vernon's research (45) which found correlations of around .30 for tests of analytic judging ability and intelligence and correlations near zero involving non-analytic methods. (41, p. 1).

Emotional Stability and Personality Integration

One of the more controversial variables of empathy is emotional stability. In an early but frequently quoted study Adams found that the good judge of personality was rated by his peers as being "touchy," moody, quick tempered, lacking in courage, rather sad, independent, and talkative. (1). Although these are traits often manifested in emotional instability, they are not necessarily indicative of serious emotional maladjustment. It could be argued that these traits sensitize the good judge to the feelings of others.

As indicated by Travers, a significant relationship exists between

personality adjustment, the Bell Adjustment Inventory and the ability of psychology students to judge the knowledge of the group. The better judges of group knowledge showed significantly better scores on both the home and the emotional adjustment scales than did the poorer judges. Home adjustment and the measure of the ability to judge group knowledge was significant at the .05 level of confidence. A correlation of $r = .46$ was found between the ability to judge group knowledge and emotional adjustment, a correlation which is significant at the .01 level of confidence. (44, p. 65).

In studies with students Chance found her research to be somewhat in agreement with Adams. A trend for adjustment to be negatively related to the adequacy of the ability to judge others was indicated by her judges. She states that the negative relationship between adjustment and adequacy of prediction is not clearly refuted or confirmed. In an example given in her research, she states that individuals who have difficulty in coping with their own aggressive tendencies might be less accurate in predicting aggressive responses of others but relatively more accurate in predicting certain other responses of others. (9, p. 191).

The relationship between ability to judge others and personal adjustment is not clear from the research. The relationships so far found in the research are dependent upon the type of adjustment that is correlated with the ability to judge. It is the opinion of the writer that certain personality characteristics tend to sensitize the good judge to others. These proposed traits are relative to the

judgment called for and to the person making the judgment and may or may not be characteristic of adjustment.

Social Competence

Another variable involved in empathic ability which has stimulated a considerable amount of interest is that of social competence. Dymond found significantly (at the .01 level of confidence) that happily married couples make fewer errors in predicting their spouses' responses. She concluded that accurate prediction of the partner and satisfaction with the relationship occur together. (16, p. 344). A study by Hawkes and Egbert that used Dymond's rating test and Egbert's Study of Choices indicated that those with high empathic ability have high values in group interaction and social activities. Those individuals whose values are less dependent upon group life appeared to score lower as found in this research. (29, p. 475). In a study that explored leadership competence and the ability to judge, Choudhry and Newcomb found the leaders of a group to be significantly superior to non-leaders in their ability to judge their own group's opinion. However, on issues designed to be relatively unfamiliar there appeared to be no difference in the ability of leaders and non-leaders in their ability to evaluate group opinion. (10, p. 55). They concluded that leaders of specific groups may be chosen, in part, because of their qualities of sensitivity to other members in the group. (10, p. 57). In another study by Gage and Suci dealing with social perception and the teacher-pupil relationship, the accuracy of the teachers' estimates of the students' desires was correlated with the degree to which the teachers

were liked by the students, and significance at the .05 level of confidence was found. (25, p. 152).

The above research indicates that the accuracy of perception is positively related to effectiveness in interpersonal relations.

The Judge and the Judged in Empathy

Another area in the study of empathy to which research is beginning to give attention concerns the respective transparency of the judge and the judged. Bender states that the good judges in his study, in his opinion, were persons that others would have found difficult to judge. (41, p. 19). In a study by Foa it was concluded that empathy is partly determined by similarity of perception between the guesser and the guessee. Foa's research also suggests that unambiguous behavior is more likely to be perceived in the same manner by different people than ambiguous behavior. (22, p. 66). This research suggests that when people behave in a transparent manner it is easier to guess their behavior. Nagle found that ego-involvement impairs empathy. In his study both foreman and workers were at their worst when guessing the other's perception of the behavior of their respective roles. (35, p. 231). Research is limited in this general area and has only begun to explore the relationships involved.

The research seems to suggest that perceptual adequacy may be limited to specific areas of competence. However, there is some evidence which indicates the existence of a general and meaningful trait of being able to predict accurately the feelings, attitudes, and actions of others.

The investigator feels the necessity for defining the concept of empathy as used in this study. It is as follows: empathy is the ability to interpret correctly the attitudes, values, and intentions of others and to anticipate and predict accurately another person's behavior while preserving a state of goodwill toward that person. Moreover, the investigator has chosen to assume from the review of the literature that, in using his scale, there will be no perceptible sex difference in the response between spouses.

Having agreed upon an operational definition and the assumptions made for empathy, the writer will in the following chapters concern himself with the development and validation of the instruments.

CHAPTER III

DEVELOPMENT OF THE INSTRUMENT

Construction of the Instrument

The writer surveyed the literature for an authoritative basis on which to construct a measure of empathy. A frame of reference delineated by Bender and Hastorf (28, p. 503) and Keeley (32) served as the basis for the construction of the empathy measure. This process involved the finding of the deviations between the predicted feeling or attitude and the actual response of the spouse. This method entailed two forms of questions, both having the same meaning but stated from different points of view. The questions in Form A called for the predicted response for the spouse, while Form B called for the response on how the testee felt personally about the stated question. Each married partner answered both forms of the questions. This made it possible through cross reference to find the deviations the predicted responses had from the actual responses.

The next step in the construction of the instrument was the selection of areas within the instrument. The empathy measure was constructed by using twelve areas of potential marital conflict that have been found to be closely related to marital adjustment. The twelve factors were selected because of their importance in calling

for interpersonal perception in marriage. Those areas in the empathy measure include home ownership (7, p. 540), having children (7, p. 116), emotional dependence (8, p. 269), companionship (8, p. 245), sexual relations (33, p. 378), social activity (33, p. 357), financial responsibility (33, p. 447), in-laws (33, p. 407), acceptance by spouse (7, p. 521), authority roles (7, p. 465), child guidance (7, p. 713), and homemaking activity (7, p. 465).

The statements within the inventory were developed by the writer with the aid of current literature. Seventy-five items were constructed and evaluated (see Appendix C). The criteria for selecting these items were:

1. Can the individual taking the test readily understand the item?
2. Does the item relate to the category in which it is included?
3. Is the item common to situations found in all marriages?
4. Does the item concern itself with the general situation rather than with a specific situation?

The areas within the inventory, as previously indicated, were chosen because they had been found by other researchers to be important in the marital relationship. The areas chosen are sources of potential conflict that call for interpersonal perception. In the following pages the source of the area along with its meaning as found in the research and the definition given to the area by the investigator and the items within each area are presented.¹

1. The investigator constructed seventy-five items based on the twelve aspects of marital adjustment. See Appendix C. In the process of refinement, a final set of forty-eight items were selected.

The Burgess and Wallin investigation "lends additional support to the conclusion that having children, in and of itself, is not associated with successful marriage. The decisive factor is the extent to which children are desired." (7, p. 116). The following definition for the area "Having children" was then composed, while keeping the Burgess and Wallin research in mind. The area "Having children" is concerned with the values and attitudes associated with the having of children, values such as whether or not having children is a central focus of the family. The items chosen for this area are as follows:²

I feel that my spouse considers
the having and rearing of children
a major accomplishment of our marriage.

I believe my partner feels that
family living should be the central
focus of our life together.

My spouse doesn't consider a
marriage complete without children.

I feel that my spouse doesn't (didn't)
want to wait to have children.

The sub-division of the empathy instrument entitled "Emotional dependence" is considered by Burgess, Wallin, and Shultz to be one of the most important factors in marriage because of its influence on other factors. (8, p. 269). Burgess, Wallin, and Shultz state that "dependence upon one another emotionally acts to give greater reliance upon one another in developing personalities and in bringing a couple together

2. For purposes of convenience the writer will list only the version of the items found in form A. Both forms A and B can be found in Appendix B.

or when allowed to be frustrating and disruptive, leads to an increasing disregard of the other's feelings." (8, p. 268). The investigator has defined emotional dependence as the emotional reliance each spouse has on the other, the regard each spouse has for the other's feelings, and the security with which each spouse perceives the other spouse's emotional reliance. The items constructed around the definition are as follows:

I feel my spouse accepts my peculiarities even though they are distasteful.

I believe my spouse would continue to love me whether I were right or wrong.

If we were separated for a long period of time, I think my spouse would be lonely for me.

I feel that my spouse likes to be with me just because I am myself.

The Burgess, Wallin, and Shultz research found that happy marriages were companionable and that unhappy marriages tended to be characterized by a lack of companionship. (8, p. 245). They state that "companionship is not so much the fulfillment of social expectations as of the individual needs of both persons. A marriage of companionship implies the giving and receiving of affection and the having of common experiences and interests." (8, p. 261). The writer has for the purposes of this study defined companionship as the respect and equality found in the marriage as it relates to doing things together. The items constructed for the area of companionship are as follows:

I feel that because my partner enjoys "just being with me," he (she) wants to be with me in activities in which I take part.

I feel that my spouse enjoys spending quiet evenings at home with me.

Even though my spouse doesn't agree with my choice of activity he (she) would still choose to be with me rather than go his (her) separate way.

I feel that my spouse gives me the opportunity to enjoy my favorite forms of recreation and entertainment.

The sub-division of the empathy instrument entitled "Sexual relations" is, according to Landis and Landis, "the focal point of tensions, because constantly recurring biological urges force couples to reckon with this part of life. A mutually gratifying sex relationship will serve to facilitate all adjustments, just as conflicts seemingly unrelated to sex will have repercussions in the sex life of the couple." (33, p. 378). This sub-division of the empathy instrument as defined by the writer takes into account the satisfaction received from the sexual relationship, feelings arising from the sexual relationship, and attitudes towards the sexual relationship. The items for the area of sexual relationship are as follows:

After having sexual relations, my partner feels good and relaxed.

I feel that my spouse is tense and nervous after making love.

I feel that my spouse seeks to produce a sex reaction in me that is satisfying.

I feel that my spouse considers some types of sexual activities even between husband and wife to be unacceptable.

The Landis and Landis research on length of time required to achieve marital adjustment, (33, p. 356) indicated that 13.8 per cent of the successful marriages in their study of 409 couples married for twenty years had not made a satisfactory adjustment in their social activities. The Landises made the point that the longer a couple takes to make a successful adjustment in their social activities the more intense the conflict will be. (33, p. 357). The area "Social activity," as defined by the investigator, is concerned with the satisfaction or dissatisfaction of the social life found in the marital relationship and the social activity of each individual spouse as it relates to the other spouse. The items within this area of the instrument are as follows:

I believe that my spouse doesn't approve of some of my friends.

I feel that my spouse would like to go out socially more than we do.

I feel that my spouse is dissatisfied with what we do for social activity.

My partner feels that he (she) desires more social life than I do.

The Landises' study lends support for the inclusion of an area concerned with financial responsibility within the empathy instrument. Landis and Landis found that 54.9 per cent of the couples that had satisfactory financial adjustment from the beginning of marriage were "very happy," while 53.0 per cent of the couples who had never achieved satisfactory financial adjustment were "average happy." (33, p. 447). The Landises concluded that the sooner couples can merge their value systems concerning financial adjustment, the greater the chances for happiness in

marriage. (33). The investigator has defined financial responsibility as being concerned with who supports the family and who assumes responsibility for the financial aspects of the marriage. The items included in the area "Financial responsibility" are as follows:

I feel that my spouse wants to assume equal responsibility in balancing our budget.

My spouse feels that it is the husband's responsibility to support the family.

My spouse feels that we should decide together whether or not both of us work outside the home.

I feel that my spouse is more concerned with the general welfare of the family and feels that who supports the family is of secondary consequence.

Landis found that 67 per cent of the couples with excellent in-law relations and only 18 per cent with fair or poor in-law relations had very happy marriage adjustment. It was concluded by Landis that the ability to create and maintain pleasant and peaceful relations with in-laws is closely related to happiness in marriage. (33, p. 407). For the purposes of this investigation the writer has defined the area of the instrument "In-laws" as being concerned with the attitudes each spouse has for the other's parents, personal feelings towards the in-laws, and the relationship the in-laws have to the marriage. The items included in this area of the instrument are as follows:

I feel that my spouse finds it hard not to be critical of my parents.

I feel that my spouse finds it easy to accept my parents.

I feel that my spouse gets along with his (her) parents better than with me.

I feel that my spouse is willing to put up with my parents and/or grandparents, even if it is uncomfortable to do so.

Burgess and Wallin found that confiding in the mate is associated with engagement success and with future marital success. The response associated with marital success in their study was that both spouses confide in the mate about everything. (7, p. 521). The writer has labeled this area "Acceptance by spouse" and has defined it as the freedom existing in the marital relationship for the individual to express his own personal feelings and his feelings as they relate to the spouse. The items included in this area are as follows:

I believe my partner avoids confiding to me his (her) personal feelings concerning our marriage.

When something is acutely bothering my partner, he (she) can tell me about it.

I feel that my spouse hesitates to reveal his (her) true self to me.

If I were to make a fool of myself in public, my spouse would be very angry with me for embarrassing him (her).

Burgess and Wallin (7) state that "decision-making" has a central place in making for development, equilibrium, or frustration in marriage. The extent to which both husband and wife participate equally in discussing and deciding crucial questions appears to be effective in the

development of successful marriage. Where one or the other dominates, the result may make for equilibrium in the relationship or for frustration, even disruption. (7, p. 465). For the purposes of this study the investigator labeled this area "Authority roles" and has defined it as the perception each spouse has of the authority roles in decision-making and disagreements in the marriage. The items in this area are as follows:

My spouse feels there should be a division of responsibility, with the wife taking the lead in family matters and the husband taking the lead in affairs outside the home.

In decisions which affect the whole family my partner feels we should participate equally.

My spouse feels that it is the man's role to take the lead in major decision-making while the woman's role is that of a follower.

When disagreements arise, my spouse feels that we should settle the disagreement by mutual give and take.

According to Burgess and Wallin (7) parenthood is in a sense a crisis situation which tests the solidarity of the marriage relationship. There are many factors that threaten the adjustment of the marriage with the advent of parenthood; one of the important ones is how the child should be raised. (7, p. 713). For the purposes of this study the investigator has labeled this area of the instrument "Child guidance" and has defined it as the patterns of child guidance and discipline that each spouse holds as they relate to the rearing of their children and the marriage. The items included in this section of the instrument are:

When our children are growing up, my spouse feels that most of the decisions concerning their behavior should be made by us together.

In controlling our children my spouse feels that we can allow them freedom, provided they keep within the limits we have set for them.

My spouse feels that children should obey their parents without question.

My spouse feels that children given enough love have little need for discipline.

In the traditional type of marriage, the great majority of the household tasks fell to the wife and the husband felt it beneath his masculine dignity to assume part of the household duties. Although 72 per cent of the husbands in the Burgess and Wallin study indicated that they expected to help their wife, aspects of the traditional conception persist and cause considerable conflict. (7, p. 461). The investigator has labeled this general area of the instrument as "Homemaking activity" and has defined it as the attitudes each spouse holds concerning the sharing of household tasks, keeping the home, and making the home a happy one as it relates to the marital relationship. The items included within this area are as follows:

My spouse feels that we should share household tasks according to individual interests and abilities rather than by what is considered to be "woman's work" or "man's work."

My spouse feels that it is just as much his (her) responsibility to make our home a happy one as it is mine.

My spouse feels that it is the wife's sole responsibility to keep the home.

I feel that my spouse believes that participation together in activities concerning homemaking can be a source of companionship for us.

The investigator draws the reader's attention to the fact that two forms, A and B, were constructed with each having a parallel meaning and one form being stated from the partners point of view and the other expressing the person's own view. The purpose of this procedure was to make it possible for the person to rate himself and in turn to indicate the predicted response of his spouse to the same item. A sample page of the tentative inventory is shown in Table 11. A complete list of the items that were constructed before being submitted to the judges can be found in Appendix D.

TABLE 11

A Sample of Items to Show the
Construction of Forms A and B

Form A	Form B
I feel that my spouse finds it hard not to be critical of my parents.	I find it hard not to be critical of my spouse's parents.
I feel that my spouse finds it easy to accept my parents.	I find it easy to accept my spouse's parents.
I feel that my spouse gets along with his (her) parents better than with me.	I feel that I get along with my parents better than with my spouse.
I feel that my spouse is willing to put up with my parents and/or grandparents, even if it is uncomfortable to do so.	I am willing to put up with my spouse's parents and/or grandparents, even if it is uncomfortable to do so.

The list of items was then submitted to a panel of three judges, who were professionally engaged in teaching Family Relations and Child Development and who may be regarded as authorities. These faculty members were aware of the purpose of the instrument and were instructed to:

1. Evaluate each item for its importance as an empathy situation and either accept or reject it.
2. Check Form A and Form B to see if each form's questions are parallel to each other in meaning.
3. Evaluate each item to determine if it could be improved through restatement.

Following the evaluation of the items by the judges the investigator constructed the inventory from the forty-eight items most related to situations that call for empathic ability. The items were scrambled in a systematic manner with items 1, 7, 13, 19 being followed by 2, 8, 14, 20 and so on, in that order. This scrambling was done to get the items evenly distributed throughout the scale.

Scoring the Empathy Measure

An adaption of the technique used by Bender and Hastorf (28) for scoring an empathy measure was used in developing the scoring for this empathy instrument. As before mentioned, this technique required the construction of two forms for the instrument, with each having a parallel meaning for individual items (see table 11). As an illustration, consider question 22 concerning the desire for social activity. The question in Form A is "My partner feels that he (she) desires more social life than I do." Question 22 in Form B states, "I feel that I desire more social life than my spouse does." Each respondent answered both Forms A and B. In this way the deviation that the predicted response had from the actual response could be determined for each question; and a total deviation score could be attained for each spouse by adding the individual deviation scores for the entire instrument.

The range of deviations for the instrument and the letters representing the response are as follows:

SA--Strongly agree
A---Agree
D---Disagree
SD--Strongly disagree

Each choice, SA, A, D, SD, was given an arbitrarily determined weight. The investigator assumed for the purposes of this investigation that the distance between the response "agree" and "disagree" was twice as great as were the distances between the end responses, which differed only in degree. The following arbitrarily assigned weightings were given to the deviations between the degrees of agreement: between SA and A as -1 in deviation; between SD and D as -1; and between A and D as -2.

Although the scores were assigned arbitrarily, the investigator based the weightings upon a rationally determined decision. Similar arbitrarily assigned weightings have frequently been used in research and give considerable basis for using such weighting in this exploratory research. (32, p. 42).

These weightings were chosen after a consideration of the rationale for the forced choice between agreement, A, and disagreement, D. The investigator felt that a decision on the part of the respondent not to answer an item or to answer the item with a question mark (?) should be prohibited. It should be recalled that each item included within the empathy instrument concerns a general situation that exists to a certain extent in all marriages; therefore, it is assumed that the self and the partner's response to the item should be known. The inclusion of an uncertain response would, in the opinion of the investigator, decrease

the accuracy of measurement by providing an easy way out on items that require some concentration. Considerable basis for using the forced choice technique can be found in literature. Baier states that the essence of the forced choice technique is that the group of alternatives appear of equal value and yet have unequal significance. (4, p. 424). A forced choice rating form requires that the rater indicate from a group of descriptive statements which statements are most (and/or least) descriptive of the person being rated. "Personal bias" is a general term indicating departure from the true value for any reason.

Bias may result from insufficient information on which to base a rating, from unconscious operations, friendships, and from differences in leniency on the part of the raters. It is in the reduction of this type of bias that the forced-choice technique may be particularly helpful. (4, p. 425).

The scale the writer constructed is scored as follows: the maximum deviation score the predicted response has from the actual response for each item is four, which represents complete lack of agreement between the predicted response and the actual response. If the predicted response was the same as the actual response, the item was scored minus zero. The deviation scores were added for each item, and then each individual deviation score for the inventory was added for a total test deviation score. A total test deviation score of zero represented perfect interpersonal perception, and a score of 192 represented complete disagreement of the predicted responses for the spouse and the actual responses of the spouse. The total deviation scores were labeled "minus." the greater the deviation score the less accurate the interpersonal perception, or the poorer the empathy.

Validity of the Empathy Instrument

After the construction of the empathy instrument was completed the next step was to establish validity for the empathy instrument. In addition to the self validating function of the construction of the instrument (44, p. 112) and the self validating function the reliability coefficient (44, p. 134) has for the empathy measure, (44, p. 134) an outside criterion was needed to determine the validity. For this external criterion, the investigator made the assumption that poorly adjusted couples would generally be characterized by a lack of empathy and that well-adjusted couples would characteristically be highly empathic. Scores of extreme groups of married couples were used.

Couples in marriage counseling were administered the empathy measure for one extreme in order to obtain empathy scores on poorly adjusted couples. Empathy scores were obtained on well-adjusted couples with the Burgess, Cottrell, and Wallin Marriage Adjustment Form. (6, p. 760). Before the empathy scores were considered for the well-adjusted extreme, a testee had to score in the well-adjusted or the decidedly well adjusted groups on the Marriage Adjustment Form. (6, p. 787).

The t-test was applied to the data collected from the two validating groups. For statistical treatment the formula appropriate when groups with different numbers of individuals exists was used, (39, p. 91):

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{N_1 N_2 (N_1 + N_2 - 2)}{(N_1 + N_2) EX^2}}}$$

A t value of 5.38 which was significant at the .001 level of confidence was found. These findings indicate that the scale was quite effective in differentiating between groups characterized by empathy and a lack of empathy.

Reliability of the Instrument

Determination of the reliability of the instrument was the next step. To determine the reliability of the empathy measure, the split-half method was used.¹ This involved finding the odd and even items on each individual inventory, resulting in presumably two equivalent halves of the inventory. The coefficient of correlation between the odd and even items of the total instrument were computed. The purpose of this procedure is to determine if the instrument possesses internal consistency, thus indicating the consistency with which it measures whatever it does measure. The following formula was used to compute the correlation coefficient (39, p. 182):

$$r = \frac{\sum (XY) - (\sum X)(\sum Y)}{\sqrt{\sum X_i^2 - \frac{(\sum X_i)^2}{n}} \sqrt{\sum Y_i^2 - \frac{(\sum Y_i)^2}{n}}}$$

A correlation coefficient of .6714 was found between the odd and even items on the empathy instrument. An estimate of total test reliability as corrected by the Spearman-Brown Prophecy Formula gave a corrected correlation coefficient of .803. Although a split-half correlation

1. Jaboda, Deutsch and Cook state that the split-half method of obtaining reliability is generally useful with attitude types of tests. (31, p. 105).

coefficient of 80.3 is not extremely high, it is generally accepted in the social sciences as being indicative of a degree of internal consistency for a behavioral trait. It appears from this limited study of reliability that empathy can be considered a general trait for which one score, composed from these twelve areas within the measure, has a valid meaning.

In view of an indication of a degree of validity and reliability for the empathy measure, this study supports the hypotheses that a) empathy can be measured by using twelve significant factors in marital adjustment; and b) that a pencil and paper instrument to be checked by the partners can be devised to measure empathic ability in the marital relationship.

Norms for the Empathy Measure

This research, being an exploratory study, utilized quartile norms as the statistical method to find the range in the scores and to establish norms for the empathy measure. The following quartiles were computed from the data and labeled arbitrarily with descriptive degrees of empathic ability.

-5 to -26	-----	Decidedly empathic
-27 to -34	-----	Empathic
-35 to -43	-----	Somewhat empathic
-44 to -79	-----	Decidedly not empathic

In view of the findings for the extreme samples, the writer feels that these tentative norms differentiate groups of individuals characterized by empathy or lack of empathy at the upper and lower quartiles very well. However, caution must be used when making inference from the norms to an

individual because the validity of the instrument for specific cases has not been completely established.¹

Limitations of the Study

It should be recalled to the reader's attention that the empathy instrument is a tentative scale devised in an exploratory study. For this reason it must be used with a larger sample, revised and re-validated before it is suitable for general use.

The sample used was non-representative because it was limited to one-hundred individuals, one or both of which were students at Oklahoma State University. Limitations were placed on the length of marriage and the occupation of the respondents because of the availability of college students for the sample. The writer makes no claim that this instrument will measure empathic ability in the married population as a whole. However, it is hoped that the instrument has sufficient reliability and validity to warrant further refinement with a larger and more representative sample and that norms will be established on the basis of this sample.

The writer would suggest that further investigators attempt a refinement in the scoring of this instrument in order to simplify the scoring.

In summary, the investigator cautions the reader that, because of the limitations of the study, this research instrument should be used with caution.

1. The author concurs that there is a possibility that scores in practical use of the instrument may be higher or lower than indicated by these norms.

Summary and Discussion

The purposes of this exploratory study were (1) to develop an inventory for the measurement of empathic ability in the marital relationship and to undertake a limited study of its reliability and validity and (2) to establish appropriate norms for the inventory. These purposes were accomplished.

Summary

A tentative empathy scale was constructed by developing items around twelve aspects of marital adjustment. The items were submitted to judges, and the scale was refined and assigned scoring weights. Validity for the measure of empathy was established by the use of two extreme groups of well-adjusted and poorly adjusted married couples. The t-test was used to analyze the data and a level of significance at .001 was found. Six couples from a Family Clinic who were in marriage counseling and who were assumed to be characterized by a lack of empathy were obtained to represent poorly adjusted individuals in marriage. The second group consisted of nine well-adjusted married individuals from the Oklahoma State University campus. The criterion used to define these individuals as being well-adjusted was their score on the Burgess, Cottrell, and Wallin Marriage Adjustment Form.

The second sample consisted of fifty married couples from the Oklahoma State University campus. This sample was used to establish a degree of reliability for the empathy measure and also to establish quartile norms. The split-half technique of obtaining an indication of

reliability was utilized. A correlation coefficient of 67.15 was found, and an estimate of the reliability for the entire test, as corrected by the Spearman-Brown Formula, was 80.3.

Quartile range was chosen as the statistical method used to find the variability in the scores and to establish norms for the empathy measure. The following quartiles were computed and labeled with degrees of empathic ability.

5 to 26	-----	Decidedly empathic
27 to 34	-----	Empathic
35 to 43	-----	Somewhat empathic
44 to 79	-----	Decidedly not empathic

It is concluded that the empathy measure as developed has some degree of reliability and validity as a measure of empathy in the marital relationship. The limited statistical analysis of the data suggests that the upper and lower quartile norms in particular may be significant in detecting wide variation in marital empathy.

Discussion

There are certain aspects of the study which might be altered in order to improve the empathy measure. If this study were repeated, a larger and more representative sample might be selected. A repeat of this study could utilize the test-retest method of obtaining reliability. (43, p. 132). The writer feels that the validity of the instrument could be established if the extreme groups were larger. In view of the importance of the concept of empathy to marriage adjustment, a more refined, easier and less time consuming method of scoring for the measurement of empathy is needed.

This study indicates that empathy is important in marriage adjustment and that empathy is worthy of being thought of as a trait that

certain people have and others do not. In view of the supposed importance of empathic ability to marriage adjustment, it becomes of utmost importance to understand the empathic process and foster its development.

The writer feels that empathy in marriage is primarily fostered through knowledge of the spouse and that the basic obstacle to this understanding is being unable to be receptive to the feelings, attitudes, and values of the other. The writer believes that this sort of self-centered perception vanishes when a previously unempathic person gains a knowledge of the other's feelings and accepts them as being distinct from his own.

Probably one of the most obvious implications for the marriage and family relations teacher is the possibility of using this inventory as an aid to perceive from the point of view of the other spouse.

SELECTED BIBLIOGRAPHY

1. Adams, H. F. "The Good Judge of Personality." Journal of Abnormal and Social Psychology. XXII. (May 1927), pp. 172-181.
2. Allport, Gordon. Personality -- A Psychological Interpretation. New York: Henry Holt and Co., 1937.
3. Ansbacher, Heinz, and Rowena Ansbacher. The Individual Psychology of Alfred Adler. New York: Basic Books, Inc., 1956.
4. Raier, D. "A Critical Review of the Validity and Rationale of the Forced-Choice Technique." Psychological Bulletin 48, 1951.
5. Bronfenbrenner, V., J. Harding, and M. Gallwey. "Two Types of Skill in Social Perception and their Perceived Behavioral Correlates." American Psychologist. X. (July 1955), p. 347.
6. Burgess, E., and H. Locke. The Family. New York: American Book Co., 1945.
7. Burgess, W. and P. Wallin. Engagement and Marriage. Chicago: Lippincott, 1953.
8. Burgess, W., P. Wallin, and G. Shultz. Courtship, Engagement and Marriage. Philadelphia: J. B. Lippincott Co., 1954.
9. Chance, June. "Adjustment and Prediction of Others' Behavior." Journal of Consulting Psychology. XXII. (1958), p. 191.
10. Choudhry, K., and T. M. Newcomb. "The Relative Abilities of Leaders and Non-leaders to Estimate Opinions of their Own Group." Journal of Abnormal and Social Psychology. XLVII. (January 1952), pp. 51-57.
11. Cline, Richard, and James Richards. "Accuracy of Interpersonal Perception -- A General Trait?" Journal of Abnormal and Social Psychology. IX. (March 1960), pp. 1-8.
12. Combs, Arthur, and Donald Snygg. Individual Behavior. New York: Harper and Brothers, 1959.

13. Cottrell, L. S., Jr. "Some Neglected Problems in Social Psychology." American Sociological Review. XV. (December 1950), pp. 705-712.
14. Cowden, Richard. "Empathy or Projection?" Journal of Clinical Psychology. XI. (April 1955), pp. 188-190.
15. Dymond, Rosalind F. "Personality and Empathy." Journal of Consulting Psychology. XIV. (November 1950), pp. 343-350.
16. Dymond, Rosalind F. "Relation of Accuracy of Perception of Spouse and Marital Happiness." American Psychologist. VIII. (August 1953), p. 344.
17. Dymond, Rosalind F. "The Relationship of Insight and Empathy." Journal of Consulting Psychology. XII. (July 1948), pp. 228-233.
18. Dymond, Rosalind F. "A Scale for the Measurement of Empathic Ability." Journal of Consulting Psychology. XIII. (April 1949), pp. 127-133.
19. Dymond, Rosalind F., Anne S. Hughes, and Virginia L. Raabe. "Measurable Changes in Empathy with Age." Journal of Consulting Psychology. XVI. (March 1952), pp. 202-206.
20. Estes, S. G. "Judging Personality from Expressive Behavior." Journal of Abnormal and Social Psychology. XXXIII. (April 1938), pp. 217-236.
21. Fields, S. J. "Discrimination of Facial Expression and its Relation to Personal Adjustment." Journal of Social Psychology. XXXVIII. (Summer 1953), pp. 63-71.
22. Foa, U. G. "Empathy or Behavioral Transparency." Journal of Abnormal and Social Psychology. LVI. (January 1958), pp. 62-66.
23. Gage, N. L. "Explorations in the Understanding of Others." Educational and Psychological Measurements. XIII. (March 1953), pp. 14-25.
24. Gage, N. L. "Judging Interests from Expressive Behavior." Psychological Monographs. LXVI. (December 1952), pp. 1-20.
25. Gage, N. L., and G. Suci. "Social Perception and Teacher-Pupil Relationships." Journal of Educational Psychology. XLII. (March 1951), pp. 144-152.
26. Gates, G. S. "An Experimental Study of the Growth of Social Perception." Journal of Educational Psychology. XIV. (November 1923), pp. 449-462.

27. Hastorf, A. H., and I. E. Bender. "A Caution Respecting the Measurement of Empathic Ability." Journal of Abnormal and Social Psychology. XLVII. (March 1952), pp. 574-576.
28. Hastorf, A. H., and I. E. Bender. "On Measuring Generalized Empathic Ability." Journal of Abnormal and Social Psychology. XL. (October 1953), pp. 503-506.
29. Hawkes, G., and R. Egbert. "Personal Values and the Empathic Response." Journal of Educational Psychology. XLV. (December 1954), pp. 469-476.
30. Healy, William. Personality in Formation and Action. New York: Norton and Co., 1938.
31. Johoda, M., M. Deutsch, and S. Cook. Research Methods in Social Relations. New York: The Dryden Press, 1951.
32. Keeley, Benjamin, Ph. D. Factors Associated with Value Convergence in a Social System: With Special Reference to the Marriage Group. Lincoln, Nebraska: University of Nebraska, 1953.
33. Landis, Judson and Mary. Building a Successful Marriage. Englewood, New Jersey: Prentice-Hall, Inc., 1958.
34. McClelland, David, and others. Talent and Society. Princeton, New Jersey: Van Nostrand, 1958.
35. Nagle, B. F. "Productivity, Employee Attitude and Supervision Sensitivity." Personnel Psychology. VII. (Summer 1954), pp. 219 - 234.
36. Norman, R. D. "The Interrelationships among Acceptance-rejection, Self-other Identity, Insight into Self, and Realistic Perception of Others." Journal of Social Psychology. XXXVII. (Summer 1953), pp. 205-235.
37. Parker, Clyde. "Empathy." Personnel and Guidance Journal. XXXIV. (October 1956), pp. 89-93.
38. Rogers, Carl. Client Centered Therapy. Boston: Houghton-Mifflin Co., 1951.
39. Snedecor, George, and William Cockran.. Statistical Methods. Ames, Iowa: Iowa State College Press, 1956.
40. Stewart, David. Preface to Empathy. New York: Philosophical Library, 1956.
41. Taft, Ronald. "The Ability to Judge People." Psychological Bulletin. LII. (January 1955), pp. 1-23.

42. Tarwater, Jesse. "Self-Understanding and the Ability to Predict Another's Response." Marriage and Family Living Journal. XV. (May 1953), pp. 126-128.
43. Thorndike, R., Hagen, E. Measurement and Evaluation in Psychology and Education. New York: John Wiley and Sons, 1955.
44. Travers, R. W. "A Study in Judging the Opinions of Groups." Archives of Psychology. CCLXVI. (December 1941), pp. 5-73.
45. Vernon, P. E. "Some Characteristics of the Good Judge of Personality." Journal of Social Psychology. IV. (Spring 1933), pp. 42-57.
46. Walton, W. E. "Empathic Responses in Children." Psychological Monographs. XLVIII. (January 1936), No. 1. (Whole No. 213), pp. 40-67.
47. Wedeck, J. "The Relationship Between Personality and Psychological Ability." British Journal of Psychology. XXXVII. (June 1947), pp. 133-151.

APPENDIX A

DIRECTIONS

This inventory consists of a number of statements concerning your feelings about yourself and how your spouse reacts to you. It is part of a study in family relations concerning the relationship between husband and wife.

We are hoping that, inasmuch as your identity will remain unknown, you will not hesitate to answer the questions as honestly as you can. There are no right or wrong answers. We only want to know how the questions apply to you and your spouse. If these questionnaires are to present valid findings your cooperation is of the utmost importance.

While you are answering the questions, do not talk to anyone about your choice of answers or let anyone influence you to answer in a certain way. Mark the answer on the answer sheet which most nearly applies to what you think about each question. In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Please do not leave any of the questions unanswered. After you have finished the first questionnaire go ahead with the second one.

When you have finished both of the questionnaires, place both of the answer sheets along with the data sheet in the accompanying envelope and seal it. Then give the sealed envelope to the interviewer or, if you prefer, mail it as promptly as possible. Do not place your name anywhere on the answer sheets or the envelope. After you have sealed the envelope you may, if you wish, discuss the test with your spouse.

TURN THE PAGE

DATA SHEET

1. Husband _____ Wife _____
2. Year of Birth _____
3. Year of Birth of Spouse _____
4. Number of years of present marriage _____
5. Number of months married (If less than one Year) _____
6. Number of children in present marriage _____
7. Number of times married _____
8. Education: Elementary School _____ Junior High School _____
High School _____ University _____
9. Where were you reared?
Farm _____ Village less than 2,500 _____
City 10,000 to 24,999 _____
Town 2,500 - 9,999 _____ City 100,000 or more _____

Form A

ANSWER SHEET

The following letters represent the abbreviations found on the answer sheet:

Strongly Agree(SA) (Agree (A) Disagree (D) Strongly Disagree (SD)
 Cross out the choice you make.
 Go ahead with the questionnaire.

I	(Yes)	(No)							
II	(Yes)	(No)							
1)	(SA)	(A)	(D)	(SD)	25)	(SA)	(A)	(D)	(SD)
2)	(SA)	(A)	(D)	(SD)	26)	(SA)	(A)	(D)	(SD)
3)	(SA)	(A)	(D)	(SD)	27)	(SA)	(A)	(D)	(SD)
4)	(SA)	(A)	(D)	(SD)	28)	(SA)	(A)	(D)	(SD)
5)	(SA)	(A)	(D)	(SD)	29)	(SA)	(A)	(D)	(SD)
6)	(SA)	(A)	(D)	(SD)	30)	(SA)	(A)	(D)	(SD)
7)	(SA)	(A)	(D)	(SD)	31)	(SA)	(A)	(D)	(SD)
8)	(SA)	(A)	(D)	(SD)	32)	(SA)	(A)	(D)	(SD)
9)	(SA)	(A)	(D)	(SD)	33)	(SA)	(A)	(D)	(SD)
10)	(SA)	(A)	(D)	(SD)	34)	(SA)	(A)	(D)	(SD)
11)	(SA)	(A)	(D)	(SD)	35)	(SA)	(A)	(D)	(SD)
12)	(SA)	(A)	(D)	(SD)	36)	(SA)	(A)	(D)	(SD)
13)	(SA)	(A)	(D)	(SD)	37)	(SA)	(A)	(D)	(SD)
14)	(SA)	(A)	(D)	(SD)	38)	(SA)	(A)	(D)	(SD)
15)	(SA)	(A)	(D)	(SD)	39)	(SA)	(A)	(D)	(SD)
16)	(SA)	(A)	(D)	(SD)	40)	(SA)	(A)	(D)	(SD)
17)	(SA)	(A)	(D)	(SD)	41)	(SA)	(A)	(D)	(SD)
18)	(SA)	(A)	(D)	(SD)	42)	(SA)	(A)	(D)	(SD)
19)	(SA)	(A)	(D)	(SD)	43)	(SA)	(A)	(D)	(SD)
20)	(SA)	(A)	(D)	(SD)	44)	(SA)	(A)	(D)	(SD)
21)	(SA)	(A)	(D)	(SD)	45)	(SA)	(A)	(D)	(SD)
22)	(SA)	(A)	(D)	(SD)	46)	(SA)	(A)	(D)	(SD)
23)	(SA)	(A)	(D)	(SD)	47)	(SA)	(A)	(D)	(SD)
24)	(SA)	(A)	(D)	(SD)	48)	(SA)	(A)	(D)	(SD)

- I. Do you have the instructions for this questionnaire clearly in mind?
- II. Are you ready to answer each question as honestly as you can?
 1. I feel that my spouse is willing to accept a lower standard of living for now in order to own a home in the future.
 2. I feel my spouse accepts my peculiarities even though they are distasteful.
 3. After having sexual relations, my partner feels good and relaxed.
 4. I believe that my spouse doesn't approve of some of my friends.
 5. My spouse feels there should be a division of responsibility, with the wife taking the lead in family matters and the husband taking the lead in affairs outside the home.
 6. I feel that my spouse wants to assume equal responsibility in balancing our budget.
 7. I feel that my spouse would like for us to own our own home.
 8. I believe my spouse would continue to love me whether I were right or wrong.
 9. I feel that my spouse is tense and nervous after making love.
 10. I feel that my spouse would like to go out socially more than we do.
 11. In decisions which affect the whole family my partner feels we should participate equally.
 12. My spouse feels that it is the husband's responsibility to support the family.
 13. I feel that my partner would make some sacrifices now in order to own a home later.
 14. If we were separated for a long period of time, I think my spouse would be lonely for me.
 15. I feel that my spouse seeks to produce a sex reaction in me that is satisfying.
 16. I feel that my spouse is dissatisfied with what we do for social activity.
 17. My spouse feels that it is the man's role to take the lead in major decision-making, while the woman's role is that of a follower.
 18. My spouse feels that we should decide together whether or not both of us work outside the home.
 19. I feel that my spouse would be quite willing to work hard for a few years so that we could own a home of our own.
 20. I feel that my spouse likes to be with me just because I am myself.
 21. I feel that my spouse considers some types of sexual activities even between husband and wife to be unacceptable.
 22. My partner feels that he (she) desires more social life than I do.
 23. When disagreements arise, my spouse feels that we should settle the disagreement by mutual give and take.

24. I feel that my spouse is more concerned with the general welfare of the family and feels that who supports the family is of secondary importance.
25. I feel that my spouse considers the having and rearing of children a major accomplishment of our marriage.
26. I believe my partner avoids confiding to me his (her) personal feelings concerning our marriage.
27. I feel that because my partner enjoys "just being with me", he (she) wants to be with me in activities in which I take part.
28. When our children are growing up, my spouse feels that most of the decisions concerning their behavior should be made by us together.
29. My spouse feels that it is just as much his (her) responsibility to make our home a happy one as it is mine.
30. I feel that my spouse finds it hard not to be critical of my parents.
31. I believe my partner feels that family living should be the central focus of our life together.
32. When something is acutely bothering my partner, he (she) feels he (she) can tell me about it.
33. I feel that my spouse enjoys spending quiet evenings at home with me.
34. In controlling our children my spouse feels that we can allow them freedom, provided they keep within the limits we have set for them.
35. My spouse feels that we should share household tasks according to individual interests and abilities rather than by what is considered to be "woman's work" or "man's work."
36. I feel that my spouse finds it easy to accept my parents.
37. My spouse doesn't consider a marriage complete without children.
38. I feel that my spouse hesitates to reveal his (her) true self to me.
39. Even though my spouse doesn't agree with my choice of activity, he (she) would still choose to be with me rather than go his (her) separate way.
40. My spouse feels that children should obey their parents without question.
41. My spouse feels that it is the wife's sole responsibility to keep the home.
42. I feel that my spouse gets along with his (her) parents better than with me.

43. I feel that my spouse doesn't (didn't) want to wait to have children.
44. If I were to make a fool of myself in public, my spouse would be very angry with me for embarrassing him (her).
45. I feel that my spouse gives me the opportunity to enjoy my favorite forms of recreation and entertainment.
46. My spouse feels that children given enough love have little need for discipline.
47. I feel that my spouse believes that participation together in activities concerning homemaking can be a source of companionship for us.
48. I feel that my spouse is willing to put up with my parents and/or grandparents, even if it is uncomfortable to do so.
4. I don't approve of some of my spouse's friends.
5. I feel there should be a division of responsibility in decision-making, with the wife taking the lead in family matters and the husband taking the lead in affairs outside the home.
6. I want to assume equal responsibility in balancing our budget.
7. I would like for us to own our own home.
8. I would continue to love my spouse whether he (she) were right or wrong.
9. I am tense and nervous after making love.
10. I would like to go out socially more than we do.
11. In decisions which affect the whole family I feel my spouse and I should participate equally.
12. I feel that it is the husband's responsibility to support the family.
13. I would make some sacrifices now in order to own a home later.
14. If we were separated for a long period of time, I would be lonely for my spouse.
15. I seek to produce a sex reaction in my spouse that is satisfying to him (her).
16. I am dissatisfied with what we do for social activity.

Go on to the next test. The answer sheet is on the back.

* * * * *

- I. Do you have the instructions for this questionnaire clearly in mind?
- II. Are you ready to answer each question as honestly as you can?
1. I am willing to accept a lower standard of living for now in order to own a home in the future.
2. I accept my spouse's peculiarities even though they are distasteful.
3. After having sexual relations, I feel good and relaxed.

17. I feel that it is the man's role to take the lead in major decision-making, while the woman's role is that of a follower.
18. I feel that we should decide together whether or not both of us work outside the home.
19. I would be quite willing to work hard for a few years so that we could own a home of our own.
20. I like to be with my spouse just because he (she) is himself (herself).
21. I consider some types of sexual activities even between husband and wife to be unacceptable.
22. I feel that I desire more social life than my spouse does.
23. When disagreements arise, I feel that we should settle the disagreement by mutual give and take.
24. I am most concerned with the general welfare of the family and feel that who supports the family is of secondary importance.
25. I consider the having and rearing of children a major accomplishment of our marriage.
26. I avoid confiding to my spouse my personal feelings concerning our marriage.
27. I want to be with my spouse in activities in which he (she) takes part because I enjoy "just being with him (her)."
28. When our children are growing up, I feel that most of the decisions concerning their behavior should be made by us together.
29. I feel that it is just as much my responsibility to make our home a happy one as it is my partner's.
30. I find it hard not to be critical of my spouse's parents.
31. I feel that family living should be the central focus of our life together.
32. When something is acutely bothering me, I can tell my partner about it.
33. I enjoy spending quiet evenings at home with my spouse.
34. In controlling our children I feel that we can allow them freedom provided they keep within the limits we have set for them.
35. I feel that we should share household tasks according to individual interests and abilities rather than by what is considered to be "women's work" or "man's work."
36. I find it easy to accept my spouse's parents.
37. I don't consider a marriage complete without children.
38. I hesitate to reveal my true self to my spouse.
39. Even though I don't agree with my spouse's choice of activity, I would choose to be with him (her) rather than to go my separate way.
40. I feel that children should obey their parents without question.

41. I feel that it is the wife's sole responsibility to keep the home.
42. I feel that I get along with my parents better than with my spouse.
43. I don't (didn't) want to wait to have children.
44. If my spouse were to make a fool of himself (herself) in public, I would be very angry with him (her) for embarrassing me.
45. I give my spouse an opportunity to enjoy his (her) favorite forms of recreation and entertainment.
46. I feel that children given enough love have little need for discipline.
47. I believe that participation together in activities concerning homemaking can be a source of companionship for us.
48. I am willing to put up with my spouse's parents and/or grandparents, even if it is uncomfortable to do so.

Form B

ANSWER SHEET

The following letters represent the abbreviations found on the answer sheet:

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)
Cross out the choice you make.
 Go ahead with the questionnaire.

I	(Yes)	(No)			24)	(SA)	(A)	(D)	(SD)
II	(Yes)	(No)			25)	(SA)	(A)	(D)	(SD)
1)	(SA)	(A)	(D)	(SD)	26)	(SA)	(A)	(D)	(SD)
2)	(SA)	(A)	(D)	(SD)	27)	(SA)	(A)	(D)	(SD)
3)	(SA)	(A)	(D)	(SD)	28)	(SA)	(A)	(D)	(SD)
4)	(SA)	(A)	(D)	(SD)	29)	(SA)	(A)	(D)	(SD)
5)	(SA)	(A)	(D)	(SD)	30)	(SA)	(A)	(D)	(SD)
6)	(SA)	(A)	(D)	(SD)	31)	(SA)	(A)	(D)	(SD)
7)	(SA)	(A)	(D)	(SD)	32)	(SA)	(A)	(D)	(SD)
8)	(SA)	(A)	(D)	(SD)	33)	(SA)	(A)	(D)	(SD)
9)	(SA)	(A)	(D)	(SD)	34)	(SA)	(A)	(D)	(SD)
10)	(SA)	(A)	(D)	(SD)	35)	(SA)	(A)	(D)	(SD)
11)	(SA)	(A)	(D)	(SD)	36)	(SA)	(A)	(D)	(SD)
12)	(SA)	(A)	(D)	(SD)	37)	(SA)	(A)	(D)	(SD)
13)	(SA)	(A)	(D)	(SD)	38)	(SA)	(A)	(D)	(SD)
14)	(SA)	(A)	(D)	(SD)	39)	(SA)	(A)	(D)	(SD)
15)	(SA)	(A)	(D)	(SD)	40)	(SA)	(A)	(D)	(SD)
16)	(SA)	(A)	(D)	(SD)	41)	(SA)	(A)	(D)	(SD)
17)	(SA)	(A)	(D)	(SD)	42)	(SA)	(A)	(D)	(SD)
18)	(SA)	(A)	(D)	(SD)	43)	(SA)	(A)	(D)	(SD)
19)	(SA)	(A)	(D)	(SD)	44)	(SA)	(A)	(D)	(SD)
20)	(SA)	(A)	(D)	(SD)	45)	(SA)	(A)	(D)	(SD)
21)	(SA)	(A)	(D)	(SD)	46)	(SA)	(A)	(D)	(SD)
22)	(SA)	(A)	(D)	(SD)	47)	(SA)	(A)	(D)	(SD)
23)	(SA)	(A)	(D)	(SD)	48)	(SA)	(A)	(D)	(SD)

APPENDIX B

Form A

Form B

I. Future Goal Orientation

A. Home Ownership

- | | |
|--|---|
| 1. I feel that my spouse is willing to accept a lower standard of living for now in order to own a home in the future. | I am willing to accept a lower standard of living for now in order to own a home in the future. |
| 7. I feel that my spouse would like for us to own our own home. | I would like for us to own our own home. |
| 13. I feel that my partner would make some sacrifices now in order to own a home later. | I would make some sacrifices now in order to own a home later. |
| 19. I feel that my spouse would be quite willing to work hard for a few years so that we could own a home of our own. | I would be quite willing to work hard for a few years so that we could own a home of our own. |
| B. Having Children | |
| 25. I feel that my spouse considers the having and rearing of children a major accomplishment of our marriage. | I consider the having and rearing of children a major accomplishment of our marriage. |
| 31. I believe my partner feels that family living should be the central focus of our life together. | I feel that family living should be the central focus of our life together. |
| 37. My spouse doesn't consider a marriage complete without children. | I don't consider a marriage complete without children. |
| 43. I feel that my spouse doesn't (didn't) want to wait to have children. | I don't (didn't) want to wait to have children. |

II. Intimacy of Association

A. Emotional Dependence

- | | |
|---|--|
| 2. I feel my spouse accepts my peculiarities even though they are distasteful. | I accept my spouse's peculiarities even though they are distasteful. |
| 8. I believe my spouse would continue to love me whether I were right or wrong. | I would continue to love my spouse whether he (she) were right or wrong. |
| 14. If we were separated for a long period of time, I think my spouse would be lonely for me. | If we were separated for a long period of time, I would be lonely for my spouse. |
| 20. I feel that my spouse likes to be with me just because I am myself. | I like to be with my spouse just because he (she) is himself (herself). |

B. Acceptance by Spouse

- | | |
|---|--|
| 26. I believe my partner avoids confiding to me his (her) personal feelings concerning our marriage. | I avoid confiding to my spouse my personal feelings concerning our marriage. |
| 32. When something is acutely bothering my partner, he (she) feels he (she) can tell me about it. | When something is acutely bothering me, I can tell my partner about it. |
| 36. I feel that my spouse hesitates to reveal his (her) true self to me. | I hesitate to reveal my true self to my spouse. |
| 44. If I were to make a fool of myself in public, my spouse would be very angry with me for embarrassing him (her). | If my spouse were to make a fool of himself (herself) in public, I would be very angry with him (her) for embarrassing me. |

C. Sexual Relations

- | | |
|--|---|
| 3. After having sexual relations, my partner feels good and relaxed. | After having sexual relations, I feel good and relaxed. |
| 9. I feel that my spouse is tense and nervous about making love. | I am tense and nervous after making love. |

Form A

Form B

15. I feel that my spouse seeks to produce a sex reaction in me that is satisfying.

I seek to produce a sex reaction in my spouse that is satisfying.

21. I feel that my spouse considers some types of sexual activities even between husband and wife to be unacceptable.

I consider some types of sexual activities even between husband and wife to be unacceptable.

D. Companionship

27. I feel that because my partner enjoys "just being with me," he (she) wants to be with me in activities in which I take part.

I want to be with my spouse in activities in which he (she) takes part because I enjoy "just being with him (her)."

33. I feel that my spouse enjoys spending quiet evenings at home with me.

I enjoy spending quiet evenings at home with my spouse.

39. Even though my spouse doesn't agree with my choice of activity he (she) would still choose to be with me rather than go his (her) separate way.

Even though I don't agree with my spouse's choice of activity, I would choose to be with him (her) rather than to go my separate way.

45. I feel that my spouse gives me the opportunity to enjoy my favorite forms of recreation and entertainment.

I give my spouse an opportunity to enjoy his (her) favorite forms of recreation and entertainment.

III. Role Definition

A. Authority Roles

5. My spouse feels there should be a division of responsibility, with the wife taking the lead in family matters and the husband taking the lead in affairs outside the home.

I feel there should be a division of responsibility in decision-making, with the wife taking the lead in family matters and the husband taking the lead in affairs outside the home.

Form A

Form B

- | | |
|--|--|
| 11. In decisions which affect the whole family my partner feels we should participate equally. | In decisions which affect the whole family I feel my spouse and I should participate equally. |
| 17. My spouse feels that it is the man's role to take the lead in major decision-making, while the woman's role is that of a follower. | I feel that it is the man's role to take the lead in major decision-making, while the role of the woman is that of a follower. |
| 23. When disagreements arise, my spouse feels that we should settle the disagreement by mutual give and take. | When disagreements arise, I feel that we should settle the disagreement by mutual give and take. |
| B. Social Activity | |
| 4. I believe that my spouse doesn't approve of some of my friends. | I don't approve of some of my spouse's friends. |
| 10. I feel that my spouse would like to go out socially more than we do. | I would like to go out socially more than we do. |
| 16. I feel that my spouse is dissatisfied with what we do for social activity. | I am dissatisfied with what we do for social activity. |
| 22. My partner feels that he (she) desires more social life than I do. | I feel that I desire more social life than my spouse does. |
| C. Guidance of Children | |
| 28. When our children are growing up, my spouse feels that most of the decisions concerning their behavior should be made by us together. | When our children are growing up, I feel that most of the decisions concerning their behavior should be made by us together. |
| 34. In controlling our children my spouse feels that we can allow them freedom, provided they keep within the limits we have set for them. | In controlling our children I feel that we can allow them freedom provided they keep within the limits we have set for them. |

Form A

Form B

- | | |
|--|--|
| 40. My spouse feels that children should obey their parents without question. | I feel that children should obey their parents without question. |
| 46. My spouse feels that children given enough love have little need for discipline. | I feel that children given enough love have little need for discipline. |
| D. Homemaking Activity | |
| 29. My spouse feels that it is just as much his (her) responsibility to make our home a happy one as it is mine. | I feel that it is just as much my responsibility to make our home a happy one as it is my partner's. |
| 35. My spouse feels that we should share household tasks according to individual interests and abilities rather than by what is considered to be "woman's work" or "man's work." | I feel that we should share household tasks according to individual interest and abilities rather than by what is considered to be "women's work" or "man's work." |
| 41. My spouse feels that it is the wife's sole responsibility to keep the home. | I feel that it is the wife's sole responsibility to keep the home. |
| 47. I feel that my spouse believes that participation together in activities concerning homemaking can be a source of companionship for us. | I believe that participation together in activities concerning homemaking can be a source of companionship for us. |
| E. Financial Responsibility | |
| 6. I feel that my spouse wants to assume equal responsibility in balancing our budget. | I want to assume equal responsibility in balancing our budget. |
| 12. My spouse feels that it is the husband's responsibility to support the family. | I feel that it is the husband's responsibility to support the family. |
| 18. My spouse feels that we should decide together whether or not both of us work outside the home. | I feel that we should decide together whether or not both of us work outside the home. |

Form A

24. I feel that my spouse is more concerned with the general welfare of the family and feels that who supports the family is of secondary consequence.

IV. Inlaws

30. I feel that my spouse finds it hard not to be critical of my parents.
36. I feel that my spouse finds it easy to accept my parents.
42. I feel that my spouse gets along with his (her) parents better than with me.
48. I feel that my spouse is willing to put up with my parents and/or grandparents, even if it is uncomfortable to do so.

Form B

I am most concerned with the general welfare of the family and feel that who supports the family is of secondary importance.

I find it hard not to be critical of my spouse's parents.

I find it easy to accept my spouse's parents.

I feel that I get along with my parents better than with my spouse.

I am willing to put up with my spouse's parents and/or grandparents, even if it is uncomfortable to do so.

APPENDIX C

I. Future Goal Orientation

A. Home Ownership

- | | |
|--|--|
| 1. I feel that my spouse is willing to accept a lower standard of living for now in order to own a home in the future. | 1. I am willing to accept a lower standard of living for now in order to own a home in the future. |
| 2. I feel that my partner would make some sacrifices now provided they make home ownership possible later. | 2. I would make some sacrifices now provided they make home ownership possible later. |
| 3. I feel that my spouse would be quite willing to work harder for a few years so that we could own a home of our own. | 3. I would be quite willing to work harder for a few years so that we could own a home of our own. |
| 4. If we had to decide between a traveling job with higher salary, and a much lower income with an opportunity to have a modest home, I believe my spouse would choose the <u>first</u> alternative. | 4. If we had to decide between a traveling job with a high salary, and a much lower income with an opportunity to have a modest home, I would choose the <u>first</u> alternative. |

B. Having Children

- | | |
|---|--|
| 1. I feel that my spouse considers the having and rearing of children a major accomplishment of our marriage. | 1. I consider the having and rearing of children a major accomplishment of our marriage. |
| 2. I believe my partner thinks that family living should be the central focus of our life together. | 2. I believe that family living should be the central focus of our life together. |
| 3. My spouse doesn't consider a marriage complete without children. | 3. I don't consider a marriage complete without children. |
| 4. I feel that my spouse doesn't want to wait to have children. | 4. I don't want to wait to have children. |

II. Intimacy of Association

A. Emotional Dependence

- | | |
|---|---|
| <p>1. I feel my spouse accepts my peculiarities even though they are distasteful.</p> | <p>1. I accept my spouses' peculiarities even though they are distasteful.</p> |
| <p>2. I believe that my spouse would continue to love me whether I were right or wrong.</p> | <p>2. I would continue to love my spouse were he (she) right or wrong.</p> |
| <p>3. If we were separated for a long period of time, I think my spouse would be lonely for me.</p> | <p>3. If we were separated from each other I would be lonely without my spouse.</p> |
| <p>4. My spouse likes to be with me just because I am myself.</p> | <p>4. I like to be with my spouse just because he (she) is himself (herself).</p> |

B. Acceptance by Spouse

- | | |
|---|--|
| <p>1. I believe my partner would avoid confiding in me about his (her) personal feelings growing out of our marriage.</p> | <p>1. I would avoid confiding to my spouse my personal feelings that grow out of our marriage.</p> |
| <p>2. When something is really bothering my partner he (she) feels he (she) can tell me about it.</p> | <p>2. When something is really bothering me I can tell my partner about it.</p> |
| <p>3. My spouse hesitates to reveal his (her) true self to me.</p> | <p>3. I hesitate to reveal my true self to my spouse.</p> |
| <p>4. If I were to make a fool of myself in public, my spouse would be very angry with me for embarrassing him (her).</p> | <p>4. If my spouse were to make a fool of himself (herself) in public, I would be very angry at him (her) for embarrassing me.</p> |

C. Sexual Relations

- | | |
|---|---|
| <p>1. After having sexual relations my partner feels good and at ease inside.</p> | <p>1. After having sexual relations I feel good and at ease inside.</p> |
|---|---|

- | | |
|--|--|
| 2. After having sexual relations my partner feels good and at ease inside. | 2. After having sexual relations I feel good and at ease inside. |
| 3. My spouse feels tense and nervous after making love. | 3. I feel tense and nervous after making love. |
| 4. When we are in our most intimate embraces my spouse desires to melt into me. | 4. When we are in our most intimate embraces I desire to melt into my spouse. |
| 5. I feel that my spouse seeks to produce a sex reaction in me that is satisfying. | 5. I seek to produce a sex reaction in my spouse that is satisfying to him (her). |
| 6. I feel that my spouse considers some types of sexual activities even between husband and wife to be very wrong. | 6. I feel that some types of sexual activities even between husband and wife to be very wrong. |

D. Companionship

- | | |
|---|--|
| 1. I feel that because my partner enjoys "just being with me", he (she) goes with me in things I want to do. | 1. I enjoy going with my partner in things he (she) wants to do "just because I want to be with him (her)." |
| 2. When we go out, my partner feels that it is most important to be an interesting companion. | 2. When we go out, I feel that it is most important to be an interesting companion. |
| 3. I feel that my spouse would like to avoid spending quiet evenings at home with me. | 3. I would like to avoid spending quiet evenings at home with my spouse. |
| 4. Even though my spouse doesn't agree with my choice of activity he (she) would still choose to be with me rather than to go his (her) separate way. | 4. Even though I don't agree with my spouse's choice of activity, I would rather be with him (her) than to go my separate way. |
| 5. I feel that my spouse gives me the opportunity to enjoy my favorite forms of recreation and enjoyment. | 5. I give my spouse an opportunity to enjoy his (her) favorite forms of recreation and entertainment. |

III. Role Definition

A. Social Activity

- | | |
|--|---|
| <p>1. I believe that my spouse doesn't approve of some of my friends.</p> <p>2. I feel that my spouse would like to go out socially more than we do.</p> <p>3. I feel that my spouse is dissatisfied with what we do for social activity.</p> <p>4. When we are entertaining or when friends stop by, I feel that my spouse takes the greater initiative in making their visit an enjoyable one.</p> | <p>1. I don't approve of some of my spouses' friends.</p> <p>2. I would like to go out socially more than we do.</p> <p>3. I am dissatisfied with what we do for social activity.</p> <p>4. When we are entertaining or when friends stop by, I feel that I take the greater initiative in making their visit an enjoyable one.</p> |
|--|---|

B. Guidance of Children

- | | |
|---|--|
| <p>1. When our children are growing up, my spouse feels that most of the decisions concerning their behavior should be made by us together.</p> <p>2. In disciplining our children my spouse feels that we can let our children have freedom provided they keep within the limits set for them.</p> <p>3. My spouse feels that children should obey their parents without question.</p> <p>4. I feel that my spouse is of the opinion that one's feelings are a better guide to raising children than a carefully thought out set of rules.</p> | <p>1. When our children are growing up, I feel that most of the decisions concerning their behavior should be made by us together.</p> <p>2. In disciplining our children I feel that we can let them have freedom provided they keep within the limits set for them.</p> <p>3. I feel that children should obey their parents without question.</p> <p>4. I am of the opinion that one's feelings are a better guide to raising children than a carefully thought out set of rules.</p> |
|---|--|

C. Authority role

- | | |
|---|--|
| 1. When we are faced with major changes in our family life my spouse feels that we should both try to adjust ourselves accordingly. | 1. When we are faced with major changes in our family life I feel that we should both try to adjust accordingly. |
| 2. In decisions which affect the whole family my partner expects us to participate equally. | 2. In decisions which affect the whole family I expect to participate equally with my spouse. |
| 3. My spouse feels that it is the man's role to take the lead in major decision-making, while the woman's role is that of a follower. | 3. I feel that it is the man's role to take the lead in major decision-making, while the woman's role is that of a follower. |
| 4. When disagreements arise my spouse feels that we should settle the disagreement by mutual give and take. | 4. When disagreements arise I feel that we should settle the disagreement by mutual give and take. |

IV. Division-of-labor

A. Homemaking Activity

- | | |
|---|--|
| 1. My spouse feels that it is just as much my responsibility to make our home a happy one as it is his (hers). | 1. I feel that it is just as much my responsibility to make our home a happy one as it is my partner's. |
| 2. My spouse feels that we should share household tasks according to individual interests and abilities rather than by what is considered to be "woman's work" or "man's work." | 2. I feel that we should share household tasks according to individual interests and abilities rather than by what is considered to be "womans work" or "mans work." |
| 3. My spouse feels that it is the wife's sole responsibility to keep the home. | 3. I feel that it is the wifes sole responsibility to keep the home. |

- | | |
|---|--|
| 4. I feel that my spouse is of the opinion that participation together in activities concerning homemaking can be a source of companionship for us. | 4. I feel that participation together in activities concerning homemaking can be a source of companionship for us. |
|---|--|

B. Employment and Support

- | | |
|--|--|
| 1. I feel that my spouse wants to be just as responsible in keeping our budget balanced as I am. | 1. I want to be just as responsible as my spouse in keeping our budget balanced. |
| 2. My spouse feels that it is the husbands responsibility to support the family. | 2. I feel that it is the husbands responsibility to support the family. |
| 3. If we both work outside the home, my spouse feels that the decision should be made by us together. | 3. If we both work outside the home, I think that the decision should be decided by us together. |
| 4. I feel that my spouse is of the opinion that who supports the family is of little consequence if the general welfare of the family is achieved. | 4. I am of the opinion that who supports the family is of little consequence if the general welfare of the family is achieved. |

V. In-law Relations

- | | |
|---|---|
| 1. I feel that my spouse is willing for us to decide together which in-laws we visit on holidays. | 1. I am willing for us to decide together which in-laws we visit on holidays. |
| 2. I feel that my spouse finds it hard not to be critical of my parents. | 2. I find it hard not to be critical of my spouses parents. |
| 3. I feel that my spouse finds it hard to accept my parents. | 3. I find it hard to accept my spouses parents. |
| 4. I feel that my spouse desires to visit his (her) parents more often. | 4. I desire to visit my parents more often. |

5. I sometimes feel that my spouse gets along with his (her) parents better than with me.
5. Sometimes I feel that I get along with my parents better than with my spouse.
6. I feel that my spouse is willing to put up with my parents and/or grandparents, even if it is uncomfortable to do so.
6. I am willing to put up with my spouses parents and/or grandparents even if it is uncomfortable to do so.

APPENDIX D

MARRIAGE ADJUSTMENT FORM*

This form may be filled out by either the husband or the wife. Frank and sincere replies are of the highest importance if the findings are to be of value to the person filling it out or for research purposes.

The following points are to be kept in mind in filling out the schedule:

1. Be sure to answer all questions.
2. Do not leave any blanks as is sometimes done to signify a "no" reply.
3. The word spouse is used to refer to your husband or wife.
4. Do not confer with your spouse in answering these questions or show your answers to your spouse.

 YOUR PRESENT MARITAL STATUS

1. Are you now (check): married ___; divorced ___; separated ___; widowed ___.
 2. If divorced or separated, how long have you been separated? _____ months. N.B. If you are divorced or separated, answer the questions as of the time of your separation.
-

PART ONE

	1	2	3
--	---	---	---

- | | | | |
|--|-------|-------|-------|
| 1. Present occupation of husband (be specific as possible)
_____ If unemployed, check here _____.
How satisfied are you, on the whole, with present
occupation of husband? If unemployed, answer this
question about his usual occupation (check): j) ex-
tremely satisfied ___; k) very satisfied ___; m) sat-
isfied ___; n) somewhat satisfied ___; 9) somewhat dis-
satisfied ___; p) dissatisfied ___; q) very dissatisfied ___;
r) extremely dissatisfied ___. | _____ | _____ | _____ |
| 2. To what extent were you in love with your spouse before
marriage? (check): u) "head over heels" ___; v) very
much so ___; x) somewhat ___; y) a little ___; z) not
at all ___. | _____ | _____ | _____ |
| 3. To what extent was your spouse in love with you before
your marriage? (check): u) "Head over heels" ___;
v) very much so ___; x) somewhat ___; y) considerable ___;
z) not at all ___. | _____ | _____ | _____ |
| 4. How much conflict (arugments, etc.) was there before
your marriage? (check): u) none at all ___; v) a little
___; x) some ___; y) considerable ___; z) very much ___. | _____ | _____ | _____ |

*Reproduced by permission of Ernest W. Burgess, Leonard S. Cottrell, Jr.,
 & P. Wallin

2/7/61/GW/DC/pd

5. To what extent do you think you knew your spouse's faults and weak points before your marriage? (check): u) not at all___; v) a little___; x) somewhat___; y) considerably___; z) very much so___.
6. To what extent do you think your spouse knew your faults and weak points before your marriage? (Check): u) not at all___; v) a little___; x) somewhat___; y) considerably___; z) very much so___.
7. What is your attitude to your father-in-law? (check): k) like him very much___; l) considerably___; m) somewhat___; n) a little___; o) dislike him a little___; p) dislike him somewhat___; q) considerably___; r) very much___; dead___.
8. What is your attitude to your mother-in-law? (check): k) like her very much___; l) considerably___; m) somewhat___; n) a little___; o) dislike her a little___; p) dislike her somewhat___; q) considerably___; r) very much___; dead___.
9. What is your attitude to having children? (check): v) desire children very much___; u) a good deal___; w) somewhat___; x) a little___; z) not at all___.
10. If children have been born to you, what effect have they had on your happiness? (check): i) added to it very much___; k) considerably___; m) somewhat___; n) a little___; o) have had no effect___; p) have decreased it a little___; q) somewhat___; r) considerably___; s) very much___.
11. In leisure time activities (check): w) we both prefer to stay at home___; x) we prefer to be "on the go"___; y) I prefer to be on the go and my spouse to stay at home___; z) I prefer to stay at home and my spouse to be on the go___.
12. Do you and your spouse engage in outside interests together? (check): u) all of them___; w) most of them___; x) some of them___; y) few of them___; z) none of them___.
13. Do you kiss your spouse (check): u) every day___; v) almost every day___; w) quite frequently___; x) occasionally___; y) rarely___; z) almost never___.

14. Do you confide in your spouse (check): u) about everything___; v) about most things___; x) about some things___; y) about a few things___; z) about nothing___.
15. Does your spouse confide in you (check): u) about everything___; v) about most things___; x) about some things___; y) about a few things___; z) about nothing___;
16. Are you satisfied with the amount of demonstration of affection in your marriage? (check): v) Yes___;No___; y)desires less___; z) desires more___.
17. Is your spouse satisfied with the amount of demonstration of affection? (check) v) Yes___ No___; y) desires less___; z) desires more___.
18. How frequently do you "humor" your spouse? (check): a) frequently___; b) occasionally___; c) rarely___; d) never___.
19. Has your spouse ever failed to tell you the truth? (check): a) often___; b) a few times___; c) once___; d) never___.
20. If until now your marriage has been at all unhappy, how confident are you that it will work out all right in the future? (check); m) very confident___; n) confident___; o) somewhat uncertain___; p) very uncertain___; t) marriage has not been at all unhappy___.
21. Everything considered, how happy has your marriage been for you? (check): i) extraordinarily happy___; k) decidedly happy___; m) happy___; n) somewhat happy___; o) average___; p) somewhat unhappy___; q) unhappy___; r) decidedly unhappy___; s) extremely unhappy___.
22. If your marriage is now at all unhappy, how long has it been so in months: m) less than 3___; n) 3-11___; o) 12 or more___;
23. Everything considered, how happy has your marriage been for your spouse? (check): i) extraordinarily happy___; k) decidedly happy___; m) happy___; n) somewhat happy___; 9) average___; p) somewhat unhappy___; q) unhappy___; r) decidedly unhappy___; s) extremely unhappy___.

24. Indicate your approximate agreement or disagreement with your spouse on the following things. Do this for each item by putting a check in the column which shows extent of your agreement or disagreement.

Check one column for each item below:	j)Al-ways agree	k)Al-most always agree	l)Oc-casion-ally disagree	m)Fre-quent-ly dis-agree	n)Al-most dis-agree	o)Al-ways dis-agree
Handling family finances	_____	_____	_____	_____	_____	_____
Matters of recreation	_____	_____	_____	_____	_____	_____
Religious matters	_____	_____	_____	_____	_____	_____
Demonstration of affection	_____	_____	_____	_____	_____	_____
Friends	_____	_____	_____	_____	_____	_____
Table manners	_____	_____	_____	_____	_____	_____
Matters of conventionality	_____	_____	_____	_____	_____	_____
Philosophy of life	_____	_____	_____	_____	_____	_____
Ways of dealing with your families	_____	_____	_____	_____	_____	_____
Wife's working	_____	_____	_____	_____	_____	_____
Intimate relations	_____	_____	_____	_____	_____	_____
Caring for the baby	_____	_____	_____	_____	_____	_____
Sharing of household tasks	_____	_____	_____	_____	_____	_____
Politics	_____	_____	_____	_____	_____	_____

25. When disagreements arise between you and your spouse they ususally result in (check): v) agreement by mutual give and take___; y) you giving in___; z) your spouse giving in___.

T
 ===
 ===
 ===

IN THE FOLLOWING LIST:

PART TWO

Put a cross (X) through the 0 for the things that have occurred in your marriage but have not interefered with your happiness.

Put a cross (X) through the 1 for those things that have made your marriage less happy than it should have been.

Put a cross (X) through a 2 for the things that have done most to make your marriage unhappy.

Insufficient income	0	1	2	Spouse considerably older than I	0	1	2
Poor management of income	0	1	2	Spouse considerably younger	0	1	2
Lack of freedom due to marriage	0	1	2	Matters relating to in-laws	0	1	2

My spouse and I differ in:

Education	0	1	2	Preferences for amusement & recreation	0	1	2
Intellectual Interests	0	1	2	Attitude toward drinking	0	1	2
Religious Beliefs	0	1	2	Tastes in food	0	1	2
Choice of friends	0	1	2	Respect for conventions	0	1	2

My Spouse:

is argumentative	0	1	2	is untruthful	0	1	2
is not affectionate	0	1	2	is conceited	0	1	2
is narrow-minded	0	1	2	is easily influenced by others	0	1	2
is not faithful to me	0	1	2	is jealous	0	1	2
complains too much	0	1	2	is selfish and inconsiderate	0	1	2
is lazy	0	1	2	is too talkative	0	1	2
is quick-tempered	0	1	2	smokes	0	1	2
criticizes me	0	1	2	drinks	0	1	2
spoils the children	0	1	2	swears	0	1	2

FOR THE HUSBAND TO FILL OUT

<u>My wife</u>							
is slovenly in appearance	0	1	2	wants to visit or entertain alot	0	1	2
has had much poor health	0	1	2	doesn't have meals ready on time	0	1	2
is interested in other men	0	1	2	interferes if I discipline children	0	1	2
is nervous or emotional	0	1	2	tries to improve me	0	1	2
neglects the children	0	1	2	is a social climber	0	1	2
is a poor housekeeper	0	1	2	is too interested in clothes	0	1	2
is not interested in my business	0	1	2	is insincere	0	1	2
is extravagant	0	1	2	gossips indiscreetly	0	1	2
lets her feelings be hurt too easily	0	1	2	nags me	0	1	2
is too interested in social affairs	0	1	2	interferes with my hobbies	0	1	2
has annoying habits and mannerisms	0	1	2	works outside the home	0	1	2
				is fussy about keeping house neat	0	1	2
				interferes with my business	0	1	2
				is a poor cook	0	1	2

FOR THE WIFE TO FILL OUT

My husband

pays attention to other women	0	1	2	is always wrapped up in his			
is nervous or impatient	0	1	2	business	0	1	2
takes no interest in the				gamble	0	1	2
children	0	1	2	is touch	0	1	2
is unvidy	0	1	2	has no backbone	0	1	2
is not interested in the home	0	1	2	does not talk things over			
has vulgar habits	0	1	2	freely	0	1	2
dislikes to go out with me				is rude	0	1	2
evenings	0	1	2	is bored if I tell him of the			
is late to meals	0	1	2	things that happen in my			
is harsh with the children	0	1	2	everyday life	0	1	2
has poor table manners	0	1	2	is unsuccessful in his business	0	1	2
lacks ambition	0	1	2	does not show his affection for			
is tight with money	0	1	2	me	0	1	2

Part Three

1. Have you ever considered separating from your spouse?
 (check): u) have never considered it___; v) not seriously___;
 x) somewhat seriously___; y) seriously___; _____

2. How many serious quarrels or arguments have you had with
 your spouse in the past twelve months? (check): a) 4 or
 more___; b) 3___; c) 2___; d) 1___; e) 0___ . _____

3. Indicate to what extent you are in love with your spouse by
 placing a check () in one square on the boxed line below
 which ranges from "extraordinarily in love" to "somewhat
 in love". If your feelings fluctuate between two points,
 indicate what they are by placing a check in each of the
 boxes.

Extraordinarily in love A B C D E F G H I J Somewhat in love _____

Indicate by a cross (X) in the above the extent to which you
 think your spouse is in love with you. _____

4. How does your present love for your spouse compare with
 your love before marriage? (check): i) is very much
 stronger___; k) considerably stronger___; l) somewhat
 stronger___; m) a little stronger___; n) the same___;
 o) a little weaker___; p) somewhat weaker___; q) con-
 siderably weaker___; r) very much weaker___ . _____

- 5. If you had your life to live over, do you think you would (check): u) marry the same person--certainly___; x) possibly___; y) marry a different person___; z) not marry at all___.
- 6. If your spouse could do it over again do you think your spouse would (check): u) marry you-certainly___; x) possibly___; y) marry a different person___; z) not marry at all___.
- 7. How satisfied on the whole are you with your marriage? (check): i) entirely satisfied___; k) very much satisfied___; m) satisfied___; n) somewhat satisfied___; o) somewhat dissatisfied___; p) dissatisfied___; q) very much dissatisfied___; r) entirely dissatisfied___.
- 8. How satisfied, on the whole, is your spouse with your marriage? (check): i) entirely satisfied___; k) very much satisfied___; m) satisfied___; n) somewhat satisfied___; o) somewhat dissatisfied___; p) dissatisfied___; q) very much dissatisfied___; r) entirely dissatisfied___.
- 9. Have you ever been ashamed of your spouse (check): u) never___; x) once___; y) a few times___; z) often___.
- 10. Even if satisfied with your spouse have you ever felt that you might have been at all happier if married to another type of person (check): u) never___; x) rarely___; y) occasionally___; z) frequently___.
- 11. Do you ever regret your marriage? (check): u) never___; x) rarely___; y) occasionally___; z) frequently___.
- 12. Have you ever considered divorcing your spouse? (check): u) never___; x) not seriously___; y) somewhat seriously___; z) seriously___.

Part I _____, Part II _____, Part III _____.
 TOTAL _____

a . . .	-2	n . . .	-2
b . . .	-1	o . . .	-3
c . . .	0	p . . .	-3
d . . .	1	q . . .	-3
e . . .	2	r . . .	-3
f . . .	2	s . . .	-3
g . . .	2	t . . .	0
h . . .	2	u . . .	2
i . . .	3	v . . .	1
j . . .	2	w . . .	0
k . . .	1	x . . .	-1
l . . .	0	y . . .	-2
m . . .	-1	z . . .	-2

70 to 89	Extremely well adjusted
50 to 69	Decidedly well adjusted
30 to 49	Fairly adjusted
10 to 29	Somewhat adjusted
9 to -9	Indifferently adjusted
-10 to -29	Somewhat unadjusted
-30 to -49	Unadjusted
-50 to -69	Decidedly unadjusted
-70 to -89	Extremely unadjusted

VITA

Dale Edward Chlouber

Candidate for the Degree of

Master of Science

Thesis: AN EXPLORATORY STUDY TO DEVELOP AN INVENTORY
FOR THE MEASUREMENT OF EMPATHIC ABILITY IN THE
MARITAL RELATIONSHIP

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born near Kingfisher, Oklahoma,
June 28, 1936, the son of Clyde and Helen
Chlouber.

Education: Attended grade school in Kingfisher,
Oklahoma and graduated in 1949; graduated
from Kingfisher, High School, Kingfisher,
Oklahoma, in 1955; received the Bachelor
of Science degree from Oklahoma State
University in May 1959; completed requirements
for the Master of Science degree with a
major in Family Relations and Child Development
in May 1961.